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ABSTRACT

This guide includes materials for a 1-year course in technology, life, and careers (TLC) that has been established as the core requirement in applied technology education for Utah junior high/middle school students. Presented first are 18 orientation activities that are designed to give students knowledge of themselves and the ability to apply that knowledge to the career decision-making process. The orientation activities, which have been written to be taught by TLC teachers and guidance counselors in the classroom, each contain the following: topic, time, objective/goal, teacher information, equipment and/or supplies, list of activities, key words and definitions, procedure and evaluations. The titles of the activities are as follows: overview, who am I? (a collage), personal assessment, personal coat of arms, values ranking, 20 things I like to do, abilities, aptitudes, here I am world, gender stereotypes in occupations, cooperation, work relationships, a decision is emotion or logic, decision making, goals, occupational information, orientation to occupational clusters, and history repeats itself. Guidelines are presented for using selected activities to provide minimal, adequate, and optimal orientations. Also included are a nine-activity student occupational plan unit, core curriculum outline, and instructions for adapting the curriculum for special education students. (MN)

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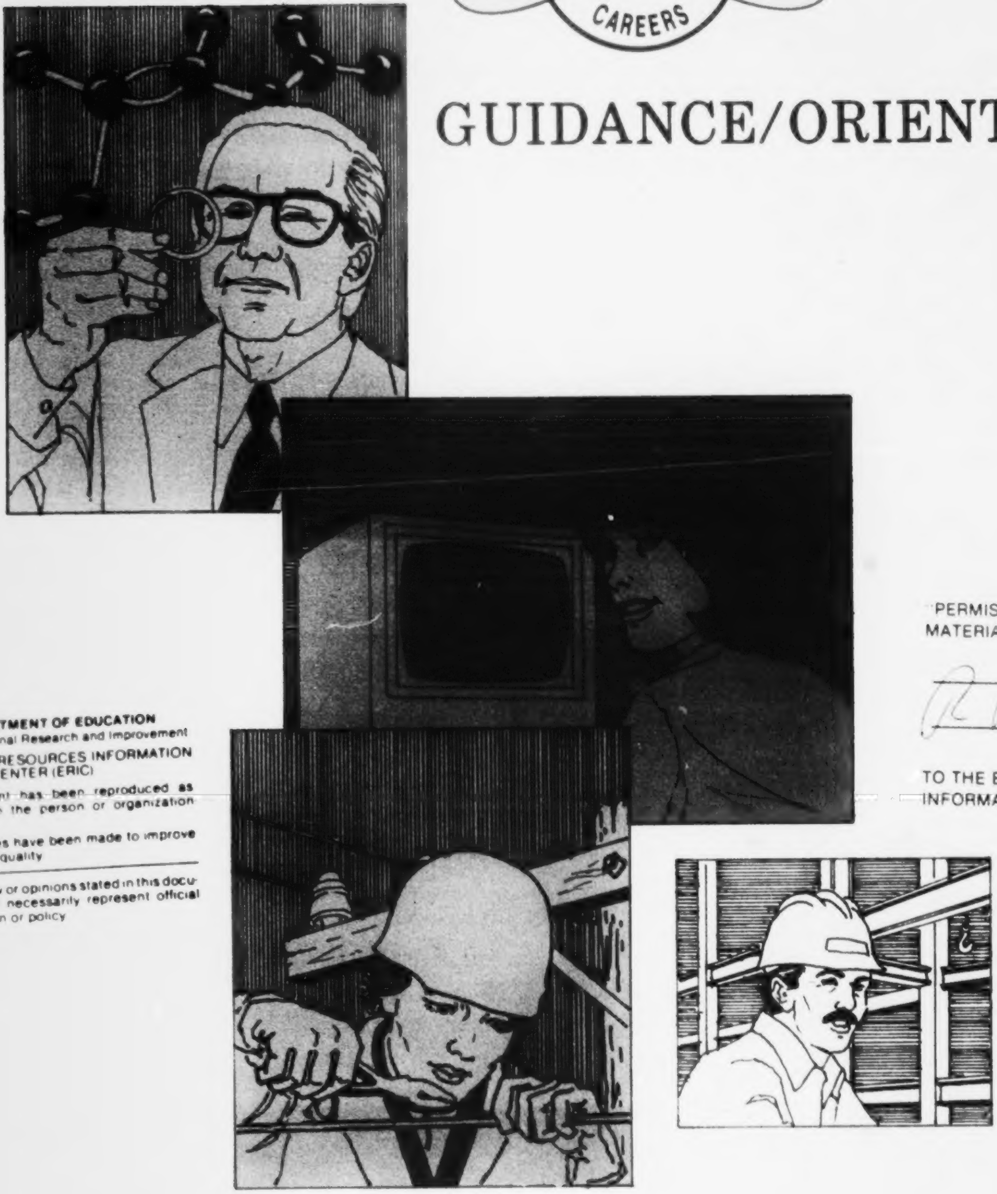
GUIDANCE/ORIENTATION



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Middle/Junior High School
Applied Technology Education Curriculum
Utah State Office of Education
June 1993

TECHNOLOGY -- LIFE -- CAREERS

GUIDANCE CURRICULUM

MIDDLE/JUNIOR HIGH SCHOOLS

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First Edition, 1986
Second Edition, 1993

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FOREWORD

The Utah State Board of Education has established a core curriculum for Utah schools. It is the intent of the Board that all students develop key skills, knowledge, and attitudes which will enable them to succeed in a variety of life's roles including further training and employment. The Technology/Life/Careers (TLC) Course is the core requirement in the area of Applied Technology Education for junior high/middle school students. This activity-oriented curriculum is designed to alert students to the training and career options available in the Utah Applied Technology (vocational) Education programs.

The total program is designed as a one-year course whch is taught in three twelve-week segments. Each segment covers one of the following Applied Technology (vocational) program areas:

- Industrial Technology and Agriculture
- Business and Marketing
- Home Economics and Health Occupations

Additionally, the Guidance/Orientation component has been developed to provide students with career orientation and exploration and the skills to begin a Student Educational Occupational Plan (SEOP).

It is the hope of counselors and teachers who assisted in developing the TLC Guidance/Orientation curriculum that school counselors and TLC teachers would collaborate in the delivery of this portion of the TLC core curriculum. The TLC course gives Utah students a tremendous opportunity to begin gaining insights into the nature of the world of work, the impact of technology on the worker and the workplace, and how their own interests and abilities may relate to career options and training/education opportunities.

If schools are to facilitate the career development of students, it is vital that students gain a vision of "who they are," "what they can become," and "what it takes to get there." The TLC core curriculum course, including the Guidance/Orientation curriculum, is a vital component in assisting students to develop this vision. It is my hope that every junior high/middle school in the state will make TLC and the Guidance/Orientation component a vital part of the school's Core Curriculum and Comprehensive Counseling Program.

Scott W. Bean

Scott W. Bean
State Superintendent
of Public Instruction

ACKNOWLEDGMENTS

Exploring New Horizons, South Carolina Department of Education, Columbia South Carolina, August 1982

Occupational Curriculum Laboratory, September 1984, East Texas State University, Commerce, Texas 75428

Looking Out for Life, A Teacher's Guide for Introducing Non-traditional Careers, Utah State Board for Vocational Education, February 1982

The Classroom Teacher's Workbook, Joyce Slayton, Mitchell Avon Publishing, 1979

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TEACHER INFORMATION

The lessons in the orientation section have been designed to give the students knowledge of themselves and how to apply this knowledge to the career decision-making process. The lessons have been written so they can be taught by TLC teachers and the guidance counselor(s) in the classroom. It is recommended that TLC teachers and the school counselor divide up the guidance units so they are all involved in teaching the curriculum. The establishment of a master calendar for WHO is teaching WHAT activity WHEN will ensure there is not a duplication of activities and that every student is being taught all the activities.

It is essential that TLC teachers and counselors monitor the age of the guidance resources. For example, every four years the Occupational Outlook Handbook should be replaced. When materials wear out or become outdated, they must be promptly replaced to keep the program as relevant as possible.

Orientation Activities

Each orientation and Student Educational Occupational Plan (SEOP) activity includes the following basic components: topic, time, objective/goal, teacher information, equipment and/or supplies, list of activities, key words and definitions, procedure, and evaluations.

TOPIC: This refers to the title of the activity.

TIME PERIOD: This lists the approximate time needed for the activity.

OBJECTIVE/GOAL: Each activity is stated, whenever possible, in a sentence as a goal and performance objective. The objective will state how the student is to demonstrate his accomplishment of the goal. For example, in the "personal assessment" activity the objective/goal reads, "The student will be able to identify individual strengths and weaknesses by completing a personal assessment checklist." Here the goal is to identify personal strengths and weaknesses. The performance objective is the completion of the personal assessment checklist.

TEACHER INFORMATION: This section contains information the teacher may use in a lecture format or as supplemental support information. To know how this section is to be used, the teacher should consult the procedure section of the activity.

EQUIPMENT AND/OR SUPPLIES: The teacher should consult this list and determine the materials needed for the activity such as resource people, projectors, cassette players, transparencies, worksheets, etc.

LIST OF ACTIVITIES: This is a very brief overview giving the procedure for presenting the activities.

KEY WORDS AND DEFINITIONS: The key words and definitions are to elucidate the teacher information section and provide significant new words for the students.

PROCEDURE: The procedure section gives step-by-step detailed instructions for completing the activity.

EVALUATION: The main emphasis for all the activities is the completion of the stated objective. Almost every activity in the orientation has been designed to promote self-exploration. Credit can be awarded for completing the activity. The recommended method of evaluation is for students to answer correctly 70 percent of the activity test items in order to receive credit.

Previewing the activities before presenting them to the class will help the instructor to determine:

1. The amount of material to be covered in the class period.
2. Materials such as transparencies and worksheets that need to be prepared.
3. Resource people (i.e., counselor, registrar) who need to be contacted.
4. The teaching sequence for the information and activities.

ORIENTATION OPTIONS

There are three orientation options available to prevocational teachers. These are designed to give teachers some flexibility in the presentation of orientation materials.

The orientation titled **"Minimal"** takes five class periods to present. This is the absolute minimum orientation that must be presented before the prevocational teacher begins agriculture, business, health, home economics, industrial arts, or marketing activities.

The **"Adequate"** orientation option may be presented in about ten class periods. As the title suggests, this is less than optimal, but it presents a variety of self-discovery and career-related activities.

If the **"Minimal"** or **"Adequate"** option is chosen, the teacher should present the missed activities from the **"Optimal"** option during the course of the class.

The highly recommended **"Optimal"** orientation presents all the orientation activities in fourteen class periods. This option will give the students an adequate self-understanding so they can intelligently compare this knowledge to career-related prevocational activities.

The Three Orientation Options

OPTIMAL ORIENTATION, 14 CLASS PERIODS

DAY	TIME	ACTIVITY		PAGE
1	50 Minutes	#1.	Overview	1
2	50 Minutes	#2.	Who Am I? (A Collage)	12
3	15 Minutes	#3.	Personal Assessment	17
	30 Minutes	#4.	Personal Coat of Arms	24
4	20 Minutes	#5.	Values Ranking	29
	30 Minutes	#6.	Twenty Things I Like To Do	36
5	50 Minutes	#7.	Abilities	43
6	50 Minutes	#8.	Aptitudes	54
7	30 Minutes	#9.	Here I Am World	74
8	50 Minutes	#10.	Gender Stereotypes in Occupations	83
	50 Minutes	#11.	Cooperation	92
9	50 Minutes	#12.	Work Relationships	96
10	50 Minutes	#13.	A Decision is Emotion or Logic	103
11	50 Minutes	#14.	Decision Making	110
12	50 Minutes	#15.	Goals	124
13	25 Minutes	#16.	Occupational Information	138
	25 Minutes	#17.	Orientation to Occupational Clusters	148
14	30 Minutes	#18.	History Repeats Itself	168

ADEQUATE ORIENTATION, 10 Class Periods

1	50 Minutes	#1.	Overview	1
2	50 Minutes	#2.	Who Am I? (A Collage)	12
3	15 Minutes	#3.	Personal Assessment	17
	20 Minutes	#5.	Values Ranking	29
4	30 Minutes	#6.	Twenty Things I Like To Do	36
5	50 Minutes	#7.	Abilities	43
6	30 Minutes	#9.	Here I Am World	74
7	50 Minutes	#10.	Gender Stereotypes in Occupations	83
	50 Minutes	#12.	Work Relationships (Choose 2 of 3 Activities)	96
8	50 Minutes	#13.	A Decision is Emotion or Logic	103
9	50 Minutes	#14.	Decision Making and a Case Study	110
10	25 Minutes	#16.	Occupational Information	138
	25 Minutes	#17.	Orientation to Occupational Clusters	148

MINIMAL ORIENTATION, 5 Class Periods

1	50 Minutes	#1.	Overview	1
2	30 Minutes	#9.	Here I Am World	74
3	50 Minutes	#10.	Gender Stereotypes in Occupations	83
	50 Minutes	#12.	Work Relationships (Choose 1 of 3 Activities)	96
4	50 Minutes	#14.	Decision Making and a Case Study	110
5	25 Minutes	#16.	Occupational Information	138
	25 Minutes	#17.	Orientation to Occupational Clusters	148

BRIEF OVERVIEW OF ORIENTATION UNITS

I. Introduction to Orientation Unit (**teacher information only**).

  A. .Read the introduction unit to get an overview of the program.
  B. Decide which of the three orientation options you will present.

II. Orientation Unit: Optimal Option (**student activities**).

  A. **Activity 1:** "Overview TLC Program," 50 minutes (page 1).

    1. Objective/Goal: The students will understand the purpose of prevocational classes through a class presentation and discussion.
    2. Teacher will present information on prevocational classes.
    3. Show video, "Your Future: Planning Through Career Exploration."
    4. Follow-up discussion on video.
    5. Discuss the nature of work; use transparencies.

  B. **Activity 2:** "Who Am I?" (A Collage), 50 minutes (page 12).

    1. Objective/Goal: The purpose of this activity is to help students identify, through the creation of a collage, unique qualities and characteristics which contribute to self-understanding.
    2. Teacher explains collage concepts and gives directions.
    3. Students make collage.
    4. Class discusses the self-understanding gained through the activity.
    5. Students take quiz.

  C. **Activity 3:** "Personal Assessment," 15 minutes (page 17).

    1. Objective/Goal: The students will be able to identify individual strengths and weaknesses by completing a personal assessment checklist.
    2. Teacher explains key words and gives directions for personal assessment worksheet.
    3. Students complete worksheets.
    4. Students list five strengths and three weaknesses.
    5. Teacher discusses what was learned.
    6. Students take quiz.

  D. **Activity 4:** "Personal Coat of Arms," 30 minutes (page 24).

    1. Objective/Goal: Through the creation of a personal coat of arms, the students will identify significant factors that influence career development.
    2. Teacher introduces and explains activity.
    3. Students complete the personal coat of arms worksheets.
    4. Students take quiz.

E. **Activity 5:** "Values Ranking," 20 minutes (page 29).

1. Objective/Goal: The students will be able to define, rank, and identify their five most important values by completing "Values Ranking" worksheets.
2. Teacher introduces information on values.
3. Students complete the values ranking worksheets.
4. Students list their five top values.
5. Students take quiz.

F. **Activity 6:** "Twenty Things I Like To Do," 30 minutes (page 36).

1. Objective/Goal: The students will be able to identify their interests by creating a list of 20 things they like to do.
2. Teacher explains key words and gives directions for "Abilities" worksheets.
3. Students code each item on their lists.
4. Teacher provides a definition of interest and conducts a discussion.
5. Students take quiz.

G. **Activity 7:** "Abilities," 50 minutes (page 43).

1. Objective/Goal: The students will, by completing an "Abilities Checklist," understand what ability is and how the identification of abilities is useful in making occupational preferences
2. Teacher explains key words and gives directions for "Abilities Checklist" worksheet.
3. Students complete worksheets.
4. Teacher conducts discussion of results.
5. Students take quiz.

H. **Activity 8:** "Aptitudes," 50 minutes (page 54).

1. Objective/Goal: The students will understand aptitudes by taking a simulated aptitude test.
2. Teacher presents information on aptitudes.
3. Students take a simulated aptitude test.
4. Students correct aptitude tests and list their two strongest aptitudes.
5. Class discusses what was learned.
6. Students take quiz.

I. **Activity 9:** "Here I am World," 30 minutes (page 74).

1. Objective/Goal: The students will form a self-composite by summarizing identified interests, abilities, and values by listing this information on worksheets.
2. Teacher discusses key words.
3. Students complete worksheets.
4. Students take quiz.

J. **Activity 10:** "Gender Stereotypes in Occupations," 50 minutes (page 83).

1. Objective/Goal: The students will understand how sex stereotypes influence occupational and class choices through an activity which emphasizes nontraditional occupations.
2. Teacher distributes worksheets listing ten occupations.
3. Students try to guess which occupations correspond with pictures of people.
4. Teacher discusses sex stereotyping in the workplace.
5. Teacher shows video "More Voices More Choices."
6. Teacher conducts "Females in the Workplace Activity."
7. Students take quiz.

K. **Activity 11:** "Cooperation" 50 minutes (page 92).

1. Objective/Goal: The students will understand the importance of cooperation in school and the workplace.
2. Teacher divides students into groups, reads directions, and has groups construct newspaper towers.
3. Teacher conducts a discussion
4. Students take quiz.

L. **Activity 12:** "Work Relationships," 50 minutes (page 96).

1. Objective/Goal: The students will identify and explain the rewards that may be gained from work. By completing the worksheets and participating in class discussion, the students will give examples of work habits and attitudes common to school and work sites.
2. Teacher conducts discussion on why people work.
3. Students complete "Your Attitude Is Showing" worksheets.
4. Teacher discusses what constitutes a good worker.
5. Students take quiz.

M. **Activity 13:** "A Decision is Emotion or Logic," 50 minutes (page 103)

1. Objective/Goal: The students will arrive at a definition of "decision" through group discussion. The students will know by completing worksheets that decisions can be based on logic or emotion.
2. Teacher conducts brainstorming exercise on defining "decision."
3. Students complete "A Decision Is" activity.
4. Teacher conducts discussion on what happened in the activity.
5. Students complete "Emotion or Logic" worksheets.
6. Teacher conducts discussion on correct answers to the worksheet.
7. Students take quiz.

N. **Activity 14:** "Decision Making" + Case Study, 50 Minutes (page 110).

1. Objective/Goal: The students will demonstrate an understanding of the decision-making process by using a decision-making model to solve a case study problem.

2. Teacher presents information section.
3. Teacher discusses a decision-making model using a set of transparencies.
4. Students use the decision-making process to solve a case study problem.
5. Teacher directs a discussion on what was learned.
6. Students take quiz.

O. **Activity 15:** "Goals," 50 minutes (page 124).

1. Objective/Goal: The students will be able to define goals and list their future goals.
2. Teacher introduces goals concepts.
3. Students complete worksheets on short-range goals and long-range goals.
4. Teacher uses transparencies and explains goal setting.
5. Students complete worksheets on life goals.
6. Students take quiz.

P. **Activity 16:** "Occupational Information," 25 minutes (page 138).

1. Objective/Goal: The students will know how to use the Occupational Outlook Handbook (OOH) by listing information from this source on a worksheet.
2. Teacher discusses how to use career resources such as the OOH.
3. Students complete worksheets on occupational information found in the OOH.
4. Students take quiz.

Q **Activity 17:** "Orientation to Occupational Clusters," 25 minutes (page 148).

1. Objective/Goal: Through participation in a class discussion, the students will understand that occupations are grouped into 15 clusters.
2. The teacher presents information on the 15 USOE clusters.
3. Teacher uses transparencies in presentation.
4. Students take quiz.

R. **Activity 18:** "History Repeats Itself" (Occupational Outlook), 30 minutes (page 168).

1. Objective/Goal: The students will understand that their "Occupational Outlook" will differ from the present due to economic, societal, and technological changes by completing worksheets on how these factors influence careers.
2. Teacher gives information on "Occupational Outlooks."
3. Teacher uses transparencies to review how changes affect occupational outlook.
4. Students complete worksheets on how "History Repeats Itself."
5. Teacher directs a discussion on what was learned.
6. Students take quiz.

Orientation Units
1-18

TECHNOLOGY
Business / Marketing
LIFE
TLC
Industrial Arts / Agriculture
Home Economics / Health
CAREERS

OVERVIEW OF TLC PROGRAM

Activity 1

Time Period:

50 minutes

Objective/Goal:

The students will understand the purpose of prevocational classes through a class presentation and discussion.

Supplementary Teacher Information:

What Is The Program?

The Utah State Board of Education has mandated that all students in grades seven and eight be involved in one full unit of prevocational exploration. The prevocational classes are designed to acquaint students with the many possible occupations and clusters of occupations that exist in Utah and the United States.

Near the end of the prevocational unit, students will complete a Student Educational Occupational Plan (SEOP), list their tentative occupational preferences, and develop a plan to accomplish those preferences. The areas that have been chosen to teach the prevocational concepts are home economics/health, business education/marketing, and industrial arts/agriculture. The classes were designed so students could have hands-on experiences with activities that are directly and indirectly related to specific occupations or clusters of occupations.

Through an evaluation of these hands-on activities and other activities designed to verify interests, values, and abilities, students will be in a position to make some tentative occupational preferences. By looking at the educational requirements for those preferences, it can be determined if students should be taking high school courses to prepare for university, technical college, or direct entry into the world of work.

Why Is The Program Important?

Choosing a career is one of the most important decisions students will make during their school years. The chosen occupation or career will largely influence where a person lives, the associates and friends one will have, the income one can hope to achieve, and even the way a person talks, acts, and thinks. The prevocational classes were designed to start the process of career decision making. Career decision making is a lifelong activity. If students want to exert control over their future, they must begin to make personal evaluations and careful choices concerning tentative career and educational options.

How Can Students Gain The Most From the Prevocational Classes?

As with any class, students will gain most through regular attendance, active participation in all activities and discussions, and regular completion of homework.

Students will benefit most from this class when they realize they have control over what their future occupations can be. Current and future course work should be directly related to occupations and university or technical college preparation. Most importantly, self-understanding is essential in making sound career decisions.

Nature Of The Work, Working Conditions, Training, Earnings, Employment and Occupational Outlook.

Throughout the prevocational program, students will be exposed to many new, interesting activities and occupations related to those activities. They will have many questions about each occupation such as: (Display Transparency: TM1) What would be the nature of the work for this job? What would be the working conditions? What training would I need? What would I earn and what is the future outlook for this job? Let's look at each of these job-related areas separately.

Nature of the Work: (Display Transparency: TM2) This refers to what workers typically do on the job, what tools they use, and how they relate to others in the same workplace. For example, people in small companies tend to handle a wider variety of tasks than those in large companies.

Working Conditions: (Display Transparency: TM3) When considering an occupation, students may want to know whether or not the working conditions suit them. Some aspects of the job may strike them as dirty or dull; other aspects may be very appealing. Most jobs offer a little of both. Some jobs may have daytime, swing shift, or night hours.

The work settings also vary greatly. They include office buildings, construction sites, and factories. Some jobs are in outdoor settings while others are strictly indoor. Some jobs are very dangerous; whereas, others are safe. Knowing what they want from a job setting can help students eliminate the occupations to which they would have difficulty adapting.

Training: (Display Transparency: TM4) Workers can prepare for jobs in a variety of ways. Some jobs can be learned by on-the-job training, others require technical or vocational training, and still others require college degrees. It is important to remember that very few people spend their entire lives in one occupation. Most people have a succession of jobs from early in life until retirement. Most people enter, leave, and re-enter the work force several times during a lifetime. It is important to know the different ways to receive training for the occupations in which they may have a later interest. Books such as the Occupational Outlook Handbook (OOH) and computer programs such as "Choices Junior" can help provide this information. Students will learn how to use these two occupational sources in later activities.

Earnings: (Display Transparency: TM5) Most people are interested in what they can earn in a particular occupation. Unfortunately, no single statistic can adequately portray the tremendous differences in workers' earnings in a particular occupation. Earnings will depend on many things, including experience and ability, the firm, and the part of the country where employment is located.

Employment and Job Outlook: (Display Transparency: TM6) Employment refers to the number of people working at an occupation during the current year and if those jobs are concentrated in certain industries or geographic locations. Job Outlook refers to the projected growth or decline of an occupation in the future. This information should be very important to anyone interested in a specific occupation.

The prevocational classes are an excellent opportunity for students to begin focusing on their future goals. By gaining self-understanding and participating in hands-on exploration activities, the student should be able to develop career goals and plans which are well suited to individual needs.

Equipment and/or Supplies:

1. Video Recorder and Monitor
2. Transparencies
3. Overhead Projector

List of Activities:

1. Teacher will present information on prevocational classes.
2. Teacher will show video.
3. Teacher will lead follow-up discussion on video.
4. Teacher will present information on "The Nature of Work."

Instructional Outline:

Procedure:

The teacher will:

1. Read or give in his/her own words "What is the Program?" information from the Supplementary Teacher Information section.

2. Read or give in his/her own words the "Why is the Program Important?" information.

3. Show the video, "Your Future: Planning Through Career Exploration." (13 minutes)

4. After the video, conduct a discussion on the following:

    a. Why is setting goals important in the career decision-making process? (It helps you systematically progress toward your occupational goals.)

    b. What areas of your life does one's occupation affect? (All areas of your life. It affects who your friends will be, where you will live, income, leisure time activities, your family, etc.)

    c. What are some personality traits that affect career choices? (Interests, aptitudes, abilities, past experiences, values, etc.)

    d. How does understanding yourself help in deciding on a career choice? (You will be content in your career if your personal values, interests, abilities, and aptitudes are similar to your career choice.)

    e. Is it too early to make decisions about careers or high school courses in the seventh or eighth grade? (No. It is never too early. You need to take the courses that will prepare you for what you are going to do after graduation; confirm your interests and abilities so you can make early career preferences; and perhaps, most important, begin selecting courses to meet graduation requirements.)

    f. What do you need to consider in selecting courses if you don't know what you want to do after high school graduation? (Discuss indecision with friends, family, teachers, and the school counselor; listen to suggestions; take tests, which can be administered by school personnel, that are designed to help explore strengths and weaknesses; take a wide variety of school classes to find likes and dislikes.)

    g. If the school does not offer classes related to an occupation in which you are interested, what should you do when selecting courses? (Check with the counselor to find classes that are related to your interest; take classes that will satisfy prerequisites of programs to be taken later. Take correspondence classes in the subject area of interest.)

    h. Some occupations or career fields require further education after high school. What should be done in selecting high school classes for these occupations? (Learn how to use reference books such as the OOH to find out what class work is required for specific career interest;

check with the school counselor for recommended courses; look at the specific requirements of postsecondary institutions [two-year and four-year colleges are very different in their freshman entrance requirements], look at the major college requirements; i.e., most engineering departments want or require trigonometry, calculus, or other advanced mathematics courses.)

5. Read the section entitled "How Can Students Gain The Most From The Prevocational Classes."

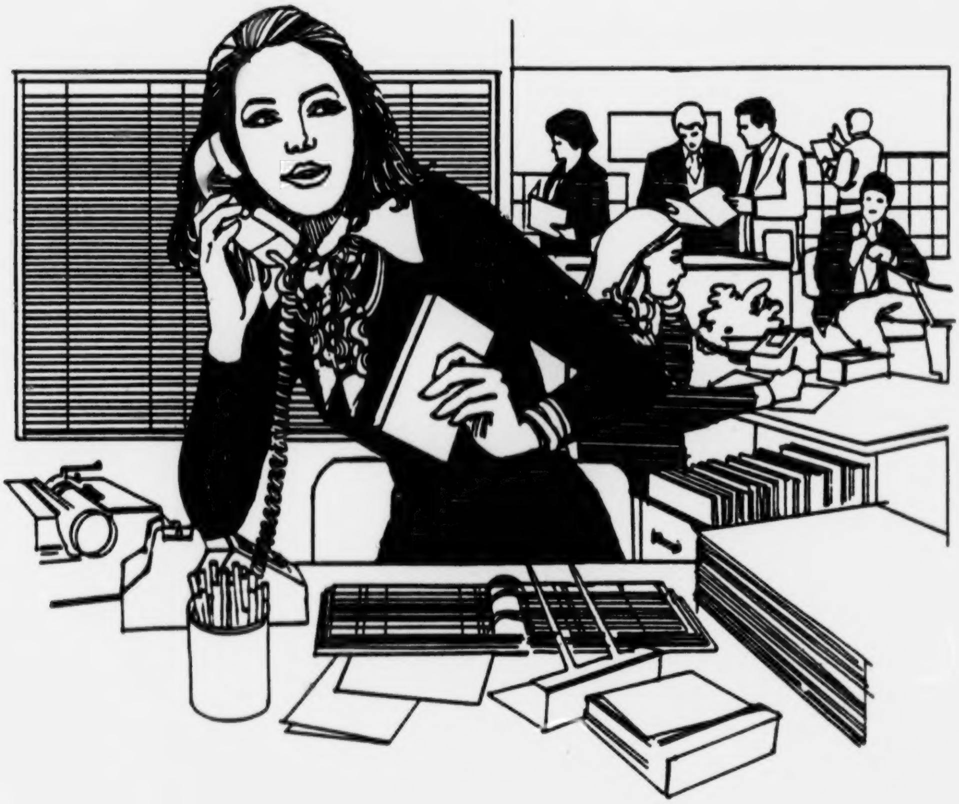
6. Read the "Nature of The Work" found in the Supplementary Teacher Information section while presenting the transparencies.

In summary, the prevocational classes are important so students can begin to set tentative career goals. Some students seem to have no direction after high school. This career uncertainty can be prevented if students seriously approach the prevocational classes as a way to begin the process of career decision making.

- *NATURE OF THE WORK
- *WORKING CONDITIONS
- *TRAINING
- *EARNINGS
- *EMPLOYMENT AND OCCUPATIONAL OUTLOOK

*NATURE OF THE WORK

- -Typical Activities
- -Tools
- -Large or Small Company



*WORKING CONDITIONS

-Clean or Dirty

-Routine or Variety

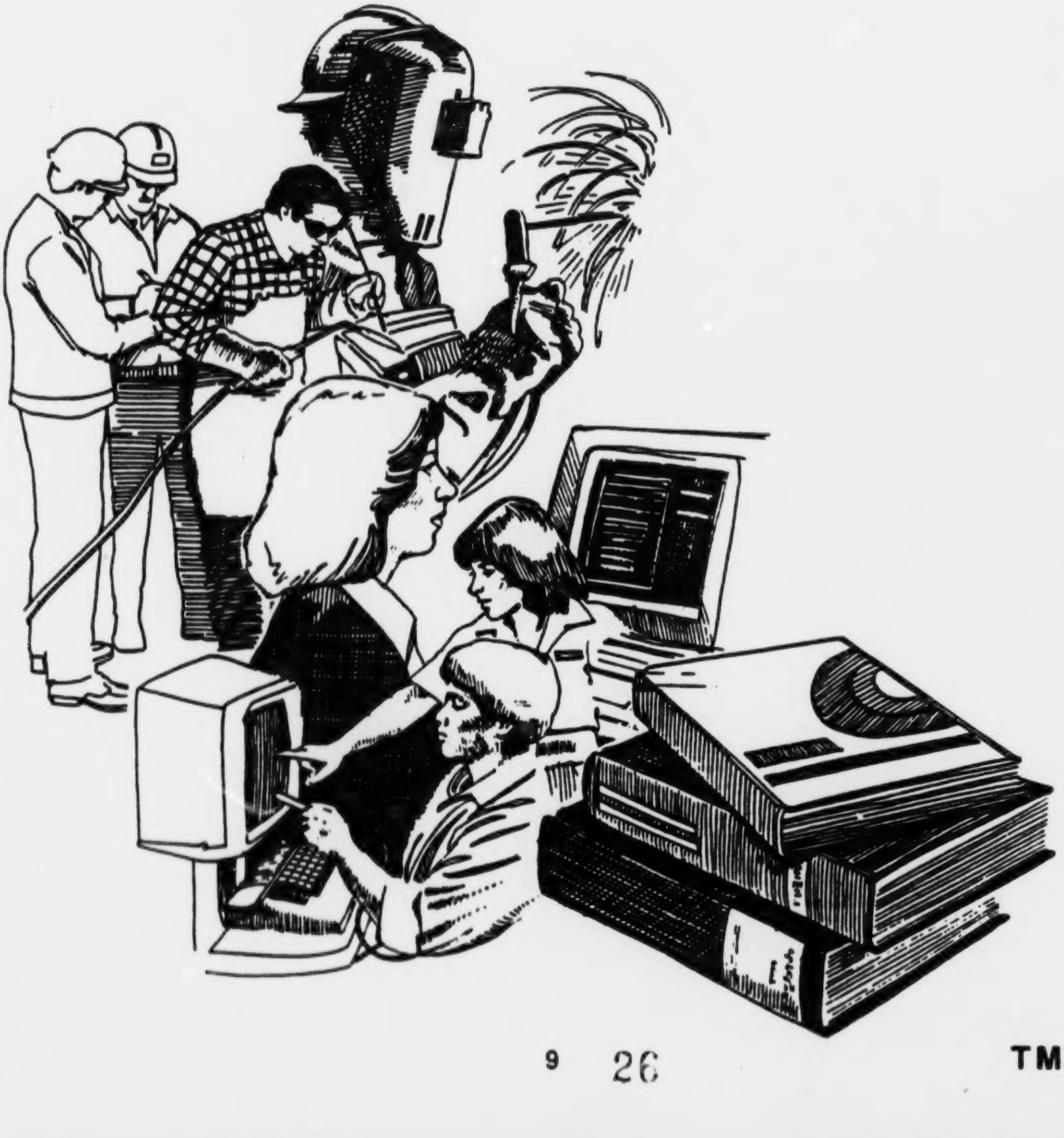
-Day or Night

-Indoor or Outdoor

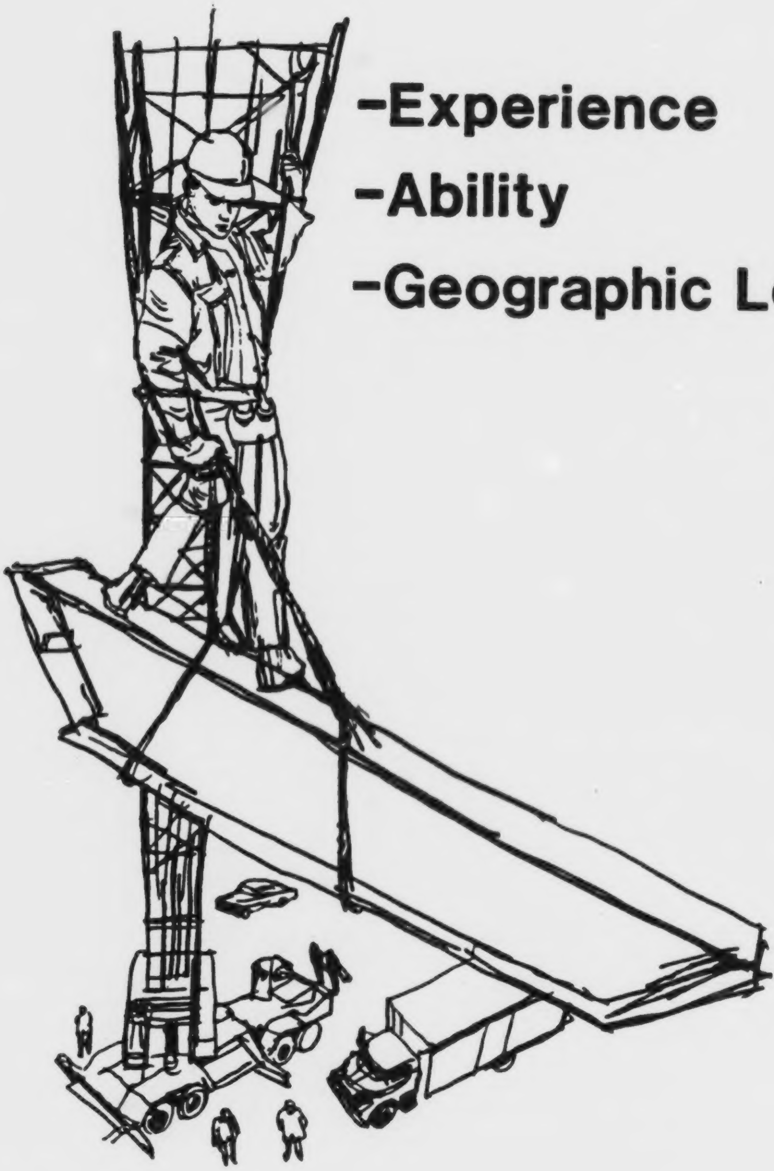
-Safe or Dangerous

*TRAINING

- -On the Job
- -Technical or Vocational School
- -College



*EARNINGS



- -Experience
- -Ability
- -Geographic Location

*EMPLOYMENT AND JOB OUTLOOK

-People Currently Employed in Specific Occupation

-Projected Growth or Decline of an Occupation

Who Am I?

(A Collage)

ACTIVITY 2

Time Period:

50 minutes

Objective/Goal:

The purpose of this activity is to help students identify, through the creation of a collage, unique qualities and characteristics which contribute to self-understanding.

Supplementary Teacher Information:

Self-understanding is a critical element to career exploration. Students should begin to acknowledge their unique perceptions, interests, and feelings. This helps students recognize that no two people are alike. An appreciation for uniqueness develops from this recognition. This understanding is the foundation for students to begin to see the relationship between individual preferences and career decisions. As the students see the collages of others, they will be able to recognize their own uniqueness through the differences expressed by the other students.

Equipment and/or Supplies:

1. Scissors
2. Construction Paper
3. Glue
4. Magazines (Teacher may supply, or students may be assigned to bring their own.)

List of Activities:

1. Teacher explains concepts and gives directions.
2. Students make collages.
3. Discussion of experiences.
4. Students take quiz.

Instructional Outline:

Key Words and Definitions:

1. **Self-exploration:** The process of finding out about oneself. The identification of personal preferences, values, and abilities, and discovering their relevance to the world of work.
2. **Collage:** An artistic composition of materials and objects pasted on a surface.
3. **Unique:** Having no equal; being the only one of its kind; a person that is different from all others.
4. **Lifestyle:** A person's general pattern of living.

Procedure:

1. Explain a collage. Tell the students they are to select pictures and words from magazines. Instruct them to cut out the selections and paste them artistically on construction paper. If desired, the students may arrange the pictures to form a box letter "I."

   The pictures should be representative of students' uniqueness. Students should select items which express individual:

   a. Likes
   b. Dislikes
   c. Feelings
   d. Wants
   e. Goals (What they desire to be.)

2. After the collages are completed, the teacher may display them in the classroom and conduct a discussion about this experience.

   Discussion Questions:

   a. What did you learn about yourself?

   b. Why is each collage different?
   (Each person has a different self-image based upon his looks, interests, goals, strengths and weaknesses, and values.)

   c. Define the key word "unique."
   In what way could your uniqueness influence your choice of friends? Classes? Jobs? Occupations?
   (We tend to choose friends with similar interests. We often choose classes, jobs, and occupations in which we have interests and abilities.)

d. If you were to repeat this self-collage at the end of high school, would it be the same or different? Why?
(Values, attitudes, interests, strengths, and weaknesses evolve over time.)

e. Define the key word "lifestyle."
What lifestyles were represented in the collages? Did some of the collages show expensive cars, homes, and clothes? What occupations would enable a person to maintain that lifestyle? Does your choice of an occupation determine your lifestyle or does your lifestyle determine your occupation?

3. Have students take the "Who Am I?" Quiz.

Evaluation(s):

Students are to be evaluated on completion of the collage and participation in the discussion. Artistic ability should not be the criteria for evaluating the collage as the objective is not artistically related. For quiz credit, students should answer seven of ten questions correctly.

Answer Key:

"Who Am I?" Quiz

1. C
2. D

3. B
4. A

5. E
6. 1. Ex. Rock and Roll
   2. Ex. Fast Cars
   3. Ex. Spinach (Accept any three student preferences, likes, dislikes, feelings, or goal words or statements.)

7. B
8. E

Name: ____________________
Teacher: ____________________
Period: ____________________
Date: ____________________

WHO AM I? QUIZ

1. The first and most critical element in beginning the career exploration process is:

    a. Collecting career materials.
    b. Identifying an occupation.
    c. Self-understanding.
    d. The student education plan.
    e. Taking a battery of tests.

2. If you look at the student collages from your TLC class, what is the most obvious conclusion that can be drawn?

    a. Most of the collages are the same.
    b. A collage can help a student choose a career.
    c. Students who made artistic collages should consider graphic arts as a career.
    d. No two collages are exactly the same.
    e. Collages are an exact representation of your personality.

3. What word is used to describe an individual as different from all others?

    a. Isolated.
    b. Unique.
    c. Separate.
    d. Character.
    e. Reputation.

4. Individuality is best seen by comparing people's:

    a. Differences.
    b. Similarities.
    c. Nationality.
    d. Traditions.
    e. Habits.

5. The creation of a collage helps you understand your:

   a. Likes.
   b. Reputation and character.
   c. Dislikes.
   d. Goals.
   e. All of the above.

6. List three likes, dislikes, feelings, or goals that you expressed in your collage.

   1. ______________________________
   2. ______________________________
   3. ______________________________

7. If you repeated the collage activity at the end of high school, it would probably look very different. What statement best expresses why this change occurs?

   a. You will probably be a better artist.
   b. Your attitudes, interests, strengths, and values evolve.
   c. You will feel less pressure to conform.
   d. You will feel more pressure to conform.
   e. Your personality is more stable.

8. Your uniqueness influences your choice of:

   a. Friends.
   b. Classes.
   c. Jobs.
   d. Occupations.
   e. All of the above.

PERSONAL ASSESSMENT

ACTIVITY 3

Time Period:

15 minutes

Objective/Goal:

The students will be able to identify individual strengths and weaknesses by completing a personal assessment checklist.

Supplementary Teacher Information:

An individual has physical, mental, and social traits. People tend to demonstrate strengths in some areas and weaknesses in others.

Strengths may develop from an individual's willingness to believe in himself/herself and practice improving skills. Encouragement from others may motivate individuals to develop strengths.

Weaknesses can develop from lack of self-confidence or constant criticism from oneself or others. Individuals who receive criticism from others tend to develop weaknesses. Weaknesses can develop from an unwillingness to take risks or practice a particular skill or trait.

It is important to identify strengths and weaknesses and gain an understanding of them. Traits are seldom permanent; and, with practice, many weaknesses can be turned into strengths. The assessment of current strengths and weaknesses and the knowledge that these traits can change will help in making career plans.

Equipment and/or Supplies:

"Personal Assessment" worksheets.

List of Activities:

1. Teacher gives directions for completing personal assessment worksheets.
2. Students complete worksheets.

3. Students list five strengths and three weaknesses on their worksheets.

4. Teacher conducts a discussion about what was learned.

5. Students take quiz.

Instructional Outline:

Key Words and Definitions:

1. **Traits:** A distinguishing quality of a person. Traits can be both strengths and weaknesses. Physical, emotional, social, and mental characteristics are all traits.

2. **Personality:** The sum total of a person's physical, emotional, mental, and social traits.

3. **Physical Traits:** Characteristics of a person's body.

4. **Mental Traits:** Characteristics pertaining to a person's intellect and the mind.

5. **Social Traits:** A person's ability to communicate and interact with others.

Procedure:

The teacher will:

1. Distribute worksheets and read directions with students.

2. Explain to students that they are to rate themselves on each of the "Traits."

3. Have students look over the traits. If there are any they don't understand, provide an explanation.

4. Have students complete the worksheets.

5. Direct students to list their five strongest traits and their three weakest traits at the end of their worksheets.

   Note: Rarely will a student's worksheet have exactly five traits in the above-average column and three in the weak column. Each student needs to estimate his own strong and weak traits based upon the worksheet rating and self-understanding.

6. Conduct a classroom discussion regarding a person's strengths and weaknesses.

    a. How can a knowledge of your traits help you in making career plans? (Match your traits to a suitable career.)

    b. What traits are permanent? What traits change? (Most physical traits are inherited; whereas, social and mental traits can be changed.)

7. Students take "Personal Assessment" Quiz.

Evaluation(s):

Evaluation should be based on completion of the worksheets and participation in the discussion. For quiz credit, students should answer 16 of 23 questions correctly.

Answer Key:

"Personal Assessment" Quiz

1. B
2. C

3. B
4. C

5. E
6. For credit, student should have eight traits listed.

7.
    1. T
    2. T

    3. F
    4. F

    5. T
    6. T

    7. F
    8. T

    9. F
    10. T

Name: ____________________

Teacher: ____________________

Period: ____________________

Date: ____________________

PERSONAL ASSESSMENT WORKSHEET

Directions: How do you rate yourself on each of these very important traits? All of them are, in varying degrees, important for success on any job. Put a check mark in the column across from each trait that most closely represents you.

	Traits	Very High	Above Average	Average	Below Average	Weak
1.	Dependability	___	___	___	___	___
2.	Self-confidence	___	___	___	___	___
3.	Friendliness	___	___	___	___	___
4.	Patience	___	___	___	___	___
5.	Ability to keep working under real difficulties	___	___	___	___	___
6.	Sense of humor	___	___	___	___	___
7.	Cheerfulness	___	___	___	___	___
8.	Honesty	___	___	___	___	___
9.	Ability to make decisions quickly	___	___	___	___	___
10.	Responsibility	___	___	___	___	___
11.	Loyalty	___	___	___	___	___
12.	Ability to sense others' feelings	___	___	___	___	___
13.	Sincerity	___	___	___	___	___
14.	Ambition	___	___	___	___	___
15.	Courage to do the right thing, even when you are alone	___	___	___	___	___
16.	Willingness to work hard	___	___	___	___	___

	Traits	Very High	Above Average	Average	Below Average	Weak
17.	Ability to cooperate with other people					
18.	Willingness to consider others' view points					
19.	Self-motivation					
20.	Courtesy					
21.	Ability to lead others					
22.	Ability to work without supervision					
23.	Punctuality					
24.	Neatness					

List your five strongest traits:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

List your three weakest traits:

1. ______________________________
2. ______________________________
3. ______________________________

Name: ______________________

Teacher: ______________________

Period: ______________________

Date: ______________________

PERSONAL ASSESSMENT QUIZ

1. Blond hair and blue eyes are which type of traits?

   a. Mental.
   b. Physical.
   c. Social.
   d. All of the above.
   e. None of the above.

2. A student plans to become a counselor. Which trait(s) would be most important for this career?

   a. Physical.
   b. Mental.
   c. Social.
   d. All of the above.
   e. None of the above.

3. A student plans to become a nuclear scientist. Which traits would be most important for this career?

   a. Physical.
   b. Mental.
   c. Social.
   d. All of the above.
   e. None of the above.

4. The word that best describes all of your traits is:

   a. Philosophy.
   b. Image.
   c. Personality.
   d. Characteristic.
   e. Reputation.

5. How can you find out what your traits are?

    a. Ask family and friends what your traits are.
    b. Complete a self-rated checklist about your traits.
    c. Take a personality survey or test.
    d. Talk to a teacher or counselor about your traits.
    e. All of the above.

6. List your five strongest traits.

    1. ______________________________
    2. ______________________________
    3. ______________________________
    4. ______________________________
    5. ______________________________

    List your three weakest traits.

    1. ______________________________
    2. ______________________________
    3. ______________________________

7. Answer the following questions "True" if the statement is correct, or "False" if the statement is incorrect by placing a "T" for true or "F" for false in the space at the left.

    ______ 1. Knowing your traits can help you make career plans.
    ______ 2. It is important to understand your traits for self-understanding.
    ______ 3. Most traits are permanent.
    ______ 4. Your name is a trait.
    ______ 5. Honesty is a trait.
    ______ 6. We all have traits that could be identified as strengths or weaknesses.
    ______ 7. The color of your hair is a social trait.
    ______ 8. Your height and weight are physical traits.
    ______ 9. How you get along with others is a mental trait.
    ______ 10. Being a natural leader is a social trait.

PERSONAL COAT OF ARMS

ACTIVITY 4

Time Period:

30 minutes

Objective/Goal:

Through the creation of a personal coat of arms, the students will identify significant factors that influence career development.

Supplementary Teacher Information:

None

Equipment and/or Supplies:

"Personal Coat of Arms" worksheets.

List of Activities:

1. Teacher introduces and explains activity.
2. Students complete the "Personal Coat of Arms" worksheets.
3. Students take quiz.

Instructional Outline:

Procedure:

1. Teacher distributes copies of worksheet to students.
2. Teacher reads the directions with the students and answers questions they might have.

3. Students complete the worksheets.
4. Teacher should use this "coat of arms" activity to start the discussion on values (next activity).
5. Students take "Personal Coat of Arms" Quiz.

Evaluation(s):

Students are to be evaluated on completion of the "Personal Coat of Arms" worksheets. For quiz credit, students should answer six of nine questions correctly.

Answer Key:

"Personal Coat of Arms" Quiz

1. Ex. Lawyer
2. Ex. Bricklayer

3. Ex. Retired
4. Ex. Dependability

5. Ex. Self

6. a. Ex. Friendly
   b. Ex. Cooperative

   c. Ex. Good Father
   d. Ex. Smart

(Credit should be awarded for any answers that fit the questions.)

Name: ______________________________
Teacher: ____________________________
Period: _____________________________
Date: _______________________________

PERSONAL COAT OF ARMS

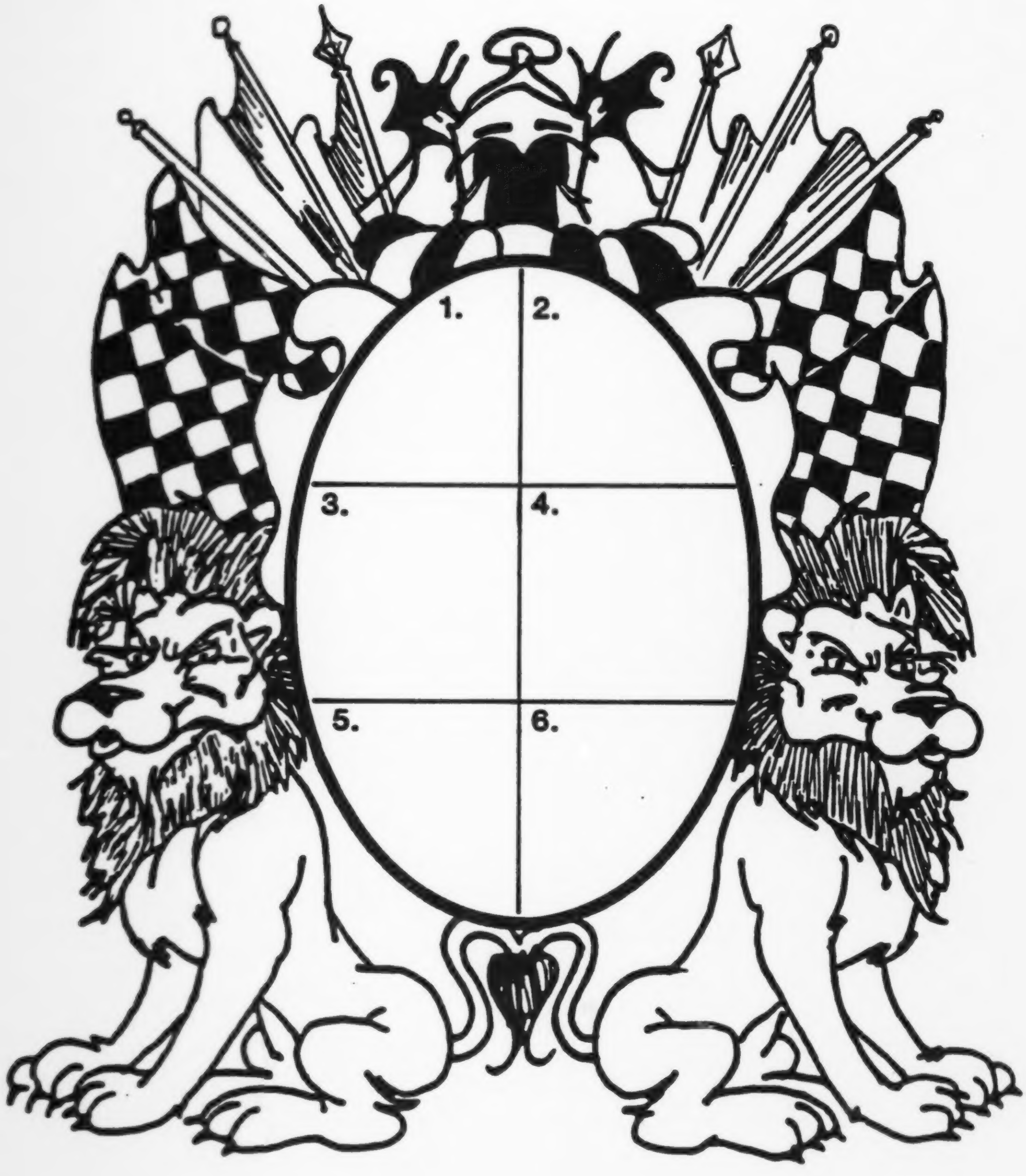
Directions: In each of the numbered sections, draw a picture (design or symbol) or write a word to represent the following:

1. What you are striving to become.
2. What your parents want you to become.

3. The one thing you most want to accomplish by the time you are 65 years old.
4. Your greatest strength.

5. The greatest obstacle to accomplishing your goals.
6. Write four words to describe what you would like people to say about you after you die.

PERSONAL COAT OF ARMS



Name: ____________________

Teacher: ____________________

Period: ____________________

Date: ____________________

PERSONAL COAT OF ARMS

NOTE: **Students should have their completed "Personal Coat of Arms" Worksheets in front of them as they answer these questions.**

What is the word or symbol you used to represent the following:

1. What you are striving to become. ____________________
2. What your parents want you to become. ____________________
3. What you want to accomplish by age 65. ____________________
4. Your greatest strength. ____________________
5. The greatest obstacle preventing you from accomplishing your goal. ____________________
6. Four words to describe what you would like people to say about you after you die.
   a. ____________________
   b. ____________________
   c. ____________________
   d. ____________________

45

VALUES RANKING

ACTIVITY 5

Time Period:

20 minutes

Objective/Goal:

The students will be able to define, rank, and identify their five most important values by completing "Values Ranking" worksheets.

Supplementary Teacher Information:

A value is something that is very important to a person. Understanding people's values helps a person to understand himself/herself. Values influence decisions. They represent the worth, merit, esteem, or importance a person places on people, things, ideas, or activities. Personal values relate to total lifestyle and quality of life. Work values relate more specifically to an occupation. Sometimes people's values conflict, and they have to prioritize or compromise them. For example, the opportunity to be successful in an occupation might mean moving to an undesirable geographical location.

Equipment and/or Supplies:

"Values Ranking" worksheets.

List of Activities:

1. Using the ideas in the teacher information section, the teacher introduces the concept of values.
2. Students complete "Values Ranking" worksheets.
3. Students list their five top values on the worksheets.
4. Students take quiz.

Instructional Outline:

Key Words and Definitions:

Values: What is important to an individual.

Procedure:

1. Using the Supplementary Teacher Information section, conduct a discussion about values. As a result of the discussion, students should better understand the meaning of value(s). (The teacher should actively involve the students in the discussion. This is not to be a lecture.)

2. Hand out the worksheets on values ranking. Have students read through the values. If there are some they don't understand, explain them. Students should complete the check list.

3. Have students select their five most important values and list them on the worksheets. Explain to students that prioritizing values is an important method in the career decision-making process.

4. After the worksheets are completed, the teacher discusses the following:

   How do the following values affect career decisions?

   a. Approval from others?
   b. Achievement, status, recognition?
   c. Geographical location?

   d. Freedom, independence?
   e. Opportunity for travel?
   f. Financial success?

   g. Creative self-expression?
   h. Time for close personal relationships?
   i. Opportunity for personal development?

   j. Settings agreeable with moral and religious beliefs?
   k. Challenging, stimulating tasks?
   l. Physical and mental health?

   m. Power and leadership?
   n. Work setting with minimal stress and tension?
   o. Further education?

5. Students take "Values Ranking" Quiz.

Evaluation(s):

Student evaluation should be based on completion of "Values Ranking" worksheets. For quiz credit, students should answer 10 of 15 questions correctly.

Answer Key:

"Value Ranking" Quiz

1. C
2. E

3. D
4. T, F, F, T, F, F

5. C
6. Should have five values listed to receive credit.

Name: ____________________
Teacher: ____________________
Period: ____________________
Date: ____________________

VALUES RANKING WORKSHEET

What do you value most in life? There are 21 values listed below. Place a check mark in the column across from each value that best represents you.

Values	Extremely Important	Important	Not Important
WISDOM: Having mature understanding, insight, good sense, and good judgment.			
WEALTH: Having many possessions and plenty of money for the things you want.			
TRUSTWORTHINESS: Ability to be honest, straightforward, and caring.			
SKILL: Being able to use your knowledge effectively; being good at doing something important for you and others.			
RELIGIOUS FAITH: Having a religious belief.			
RECOGNITION: Being important, well-liked, accepted.			
POWER: Possession of control, authority, or influence over others.			
PLEASURE: Satisfaction, gratification, fun, joy.			
PHYSICAL APPEARANCE: Concern for your attractiveness; being neat, clean, well-groomed.			
MORALITY: Believing and keeping ethical standards, personal honor, integrity.			

Values Ranking

Values	Extremely Important	Important	Not Important
LOYALTY: Maintaining allegiance to a person, group, or institution.			
LOVE: Warmth, caring, unselfish devotion.			
KNOWLEDGE: Seeking truth, information, or principles for satisfaction or curiosity.			
JUSTICE: Treating others fairly or impartially; conforming to truth, fact, or reason.			
HONESTY: Being frank and genuine with everyone.			
HEALTH: The condition of being sound of body.			
CREATIVITY: The creating of new ideas and designs; being innovative.			
JOB: Your lifetime work.			
FAMILY: Your present family and your future family.			
EDUCATION: School, college.			
ACHIEVEMENT: Accomplishment; results brought about by resolve, persistence, or endeavor.			

LIST TOP FIVE VALUES IN ORDER OF IMPORTANCE

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Name: ______________________
Teacher: ____________________
Period: _____________________
Date: ______________________

VALUES RANKING QUIZ

1. A value can best be described as:

   a. Those things you want to accomplish.
   b. The strengths of a person.
   c. What is very important to an individual.
   d. Those things you do in your spare time.
   e. What you are striving to become.

2. Which values affect career decisions?

   a. Self-esteem and approval from others.
   b. Power and leadership.
   c. Financial success and job security.
   d. Achievement, status, and recognition.
   e. All of the above.

3. A part of the career decision-making process is to prioritize your values. What is the best method to prioritize your values?

   a. Ask others what your values are.
   b. Write an essay about your values.
   c. Read a book about values.
   d. List your values and rank them.
   e. None of the above.

4. Circle "T" if the statement is True, or circle "F" if the statement is False.

   T F Values influence our decisions.

   T F Personal values are similar for all students.

   T F Values rarely conflict between people of different backgrounds.

   T F As young children, we often adopt the values of our families.

T F Values remain fixed throughout a person's life.

T F Values are best described as talents.

5. Even though you hate to work evenings, you accept a job as a night clerk because you desperately need a job. Sometimes our values conflict, and we have to:

   a. Confront them.
   b. Conceal them from others.
   c. Compromise.
   d. Ignore them.
   e. Pick new values.

6. List your five most important values.

   1. ____
   2. ____
   3. ____
   4. ____
   5. ____

TWENTY THINGS I LIKE TO DO

ACTIVITY 6

Time Period:

30 minutes

Objective/Goal:

The students will be able to identify their interests by creating a list of 20 things they like to do.

Supplementary Teacher Information:

What do students like to do? What are their interests? The 20 things they listed are some of their interests. An interest is something that has the ability to engage or excite one's attention or curiosity. It is what one enjoys doing. Imagine that students could have a period of time to do with as they wish without regard to financial or other considerations. How and with whom, if anyone, would the time be spent? Thinking of these possibilities should begin to give students a sense of their overall interests.

The next step is for students to decide which of those interests they might like to pursue in a career. The U.S. Department of Labor suggests that people's preferences can be expressed in terms of three overlapping areas: Data/Ideas, People, and Things. "Data/Ideas" refers to working with numbers and abstract concepts. Working with "People" reflects an enjoyment of being involved with others in positions such as leadership, teaching, advising, counseling, and serving or healing. A liking for "Things" refers to working with one's hands, using instruments, tools, or machines to solve practical, physical problems. Most people enjoy working in all three areas, but they have a stronger preference for one.

Equipment and/or Supplies:

"Twenty Things I Like To Do" worksheets.

List of Activities:

1. Students generate a list of 20 things they like to do.
2. Teacher leads students through an interest-coding process for each item generated on the list.

3. Teacher provides a definition of interest and conducts a discussion about what was learned.

4. Students take quiz.

Instructional Outline:

Key Words and Definitions:

1. **Interest:** A positive feeling one has toward some person, activity, place, or thing.
2. **Preference:** The act of choosing, favoring, or liking to do certain things.
3. **Data/Ideas:** Working with numbers and abstract concepts.
4. **People:** Reflects an interest in working with others.
5. **Things:** Working with one's hands using instruments, tools, or machines.

Procedure:

1. The teacher gives students the "Twenty Things I Like To Do" worksheets and instructs them to write 20 things in life they like to do. The teacher may indicate that these may be big things or little things. Some suggestions may be given: play tennis, go to movies, eat. Allow sufficient time for all students to generate a list.

2. When the list is completed, the teacher instructs the students to use the right-hand side of the paper to code each item as follows:

   a. A dollar sign "$" is to be placed beside any item which costs more than $5 every time it is done. (The cost may be varied, depending on the group.)

   b. The letter "A" is to be placed beside those items the student prefers to do **alone**; the letter "P" next to those items they prefer to do with **people**; and the letters "AP" next to those activities they enjoy doing equally well **alone or with people**.

   c. The letters "PL" are to be placed next to those items which require **planning**.

   d. The letter "M" is to be placed next to activities your **mother** would have had on her list when she was your age; an "F" next to activities your **father** would have had on his list when he was your age; and "MF" next to those activities that would have been on both your **mother's** and **father's** lists.

e. The number "3" is to be placed next to those activities that you would not have listed **three years ago.**

f. The letter "R" is to be placed next to those items which require some kind of **risk**. (Explain that a risk can be physical, emotional, or mental. Give examples if necessary.)

g. The numbers **1-5** are to be placed next to the five most important items. The **best-loved** activity should be numbered 1; the **second best**, 2; and so on.

h. Total the codes in each category.

3. After the items have been coded, the teacher will define "interests" and summarize the material from the Supplementary Teacher Information section. The teacher will conduct a discussion from the following questions:

a. What did you learn about yourself?

(1) Are you a person who enjoys being around people, or do you prefer being alone? (If you enjoy being around people, you may prefer occupations involving much social interaction.)

(2) Do you enjoy an element of risk in your activities, or do you prefer security?

(3) Are you a person who likes planned activities, or do you prefer spontaneity?

(4) Is money a key element to being able to do the activities in which you are interested? What occupations provide a good financial income?

(5) Are your interests similar or dissimilar to your parents? How do parents affect interests?

(6) Did any of your interests involve working or playing with equipment or tools? What occupations involve primarily the use of tools and equipment?

(7) Did any of your interests involve working or playing with ideas or numbers (i.e., computers, riddles, chess, etc.)? What occupations involve working with data and ideas?

b. How have your interests evolved over the last three years? What might this suggest about projected interests for the future?

c. What bearing do interests have on career choices? Should a person who prefers to be with other people choose to be a forest ranger? Should a person who holds money as a top priority train for a minimum wage job?

4. Students take "Twenty Things I Like To Do" Quiz.

Evaluation(s):

The students are to be evaluated on completion of the activity and participation in the discussion. For quiz credit, students should answer five of eight questions correctly.

Answer Key:

"Twenty Things I Like To Do" Quiz.

1. E
2. A

3. C
4. B

5. A
6. C

7. C
8. B

Name: ____________________

Teacher: ____________________

Period: ____________________

Date: ____________________

TWENTY THINGS I LIKE TO DO WORKSHEET

	$	A	P	AP	PL	M	F	3	R	1-5
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										
SUMMARY TOTALS										
	$	A	P	AP	PL	M	F	3	R	

Name: ____________________

Teacher: ____________________

Period: ____________________

Date: ____________________

TWENTY THINGS I LIKE TO DO QUIZ

1. Which of the following influences our interests?

   a. Money.
   b. Time.
   c. Parents.
   d. Risks.
   e. All of the above.

2. If you have an interest in things, you probably prefer working with:

   a. Tools, instruments, and machines.
   b. Abstract concepts.
   c. Three-dimensional spatial relations.
   d. Ideas, concepts, and goals.
   e. Unusual objects.

3. Something that has the ability to engage or excite your attention or curiosity is a(n):

   a. Characteristic.
   b. Ability.
   c. Interest.
   d. Task.
   e. Chore.

4. The best experience for quickly finding out your interests would be:

   a. Organize a local special olympics.
   b. Make a list of your hobbies.
   c. Sell things for a class fund raiser.
   d. Be a student council leader.
   e. Organize and put on a school play.

5. What is the best reason for matching your interests to a specific career?

   a. It increases your chances of choosing a job you will enjoy.
   b. To help predict future earnings.
   c. It increases your chances for rising to the top.
   d. You will get along better with your co-workers.
   e. You will have the experience for the job.

6. The U.S. Department of Labor suggests that our preferences or interests can be expressed in three overlapping areas:

   a. Data/Ideas, People, and Tools.
   b. Data/Ideas, Hobbies, and People.
   c. Data/Ideas, People, and Things.
   d. Data/Ideas, Hobbies, and Pastimes.
   e. Data/Ideas, Tools, and Hobbies.

7. "Data/Ideas" refers to working with:

   a. Highly intelligent people.
   b. Complex problems.
   c. Numbers and abstract concepts.
   d. Technical tools and complex machines.
   e. One's hands to solve practical problems.

8. Five years from now your interests could best be described as:

   a. Unchanged.
   b. Evolved.
   c. Stagnated.
   d. Forgotten.
   e. Ignored.

ABILITIES

ACTIVITY 7

Time Period:

50 Minutes

Objective/Goal:

The students will, by completing an "Abilities Checklist," understand what ability is and how the identification of abilities is useful in making occupation preferences.

Supplementary Teacher Information:

Knowing what one's abilities are can serve as a means for learning about personal strengths and weaknesses. This can help to avoid choosing a career in which a person would be unhappy. Just having an interest in a particular occupation does not guarantee success in it. The individual must be able to perform the duties of that occupation as well. Knowing what one's abilities are can help to narrow the career choices.

There are several ways for a student to determine what his/her abilities are. Checking grades will provide insight as to subjects in which he/she does well. Achievement test results provide indications of strengths and weaknesses in specific subject areas. Other people's opinions are also an indication that the student may have ability in a particular area.

Once abilities are discovered, students should use resources to learn more about the careers that interest them. Students should compare their preferred career abilities with those that are required for the job. (Resources: Occupational Outlook Handbook, "Choices Junior Software," and the "Utah Occupational Briefs.")

Equipment and/or Supplies:

1. "Abilities Checklist" worksheets.
2. "To Find Out What Your Answers Mean" worksheet.

List of Activities:

1. Teacher explains key words and gives directions for "Abilities Checklist" worksheets.

2. Students will complete worksheets.

3. Teacher will conduct a discussion regarding results.

4. Students take quiz.

Instructional Outline:

Key Words and Definitions:

1. **Ability:** What one can do. It is the power to perform physical and mental tasks.

2. **Achievement Level:** Stage of progress after a period of training or learning.

3. **Analytical:** Ability to break something into its parts to examine and see how it fits together.

4. **Creative Literacy:** Ability to write with imagination.

5. **Intelligence:** The ability to learn and understand.

6. **Manual:** Made, done, or worked with the hands.

7. **Musical:** Skilled in music.

8. **Persuasive:** Ability to get someone to do or believe something by making it seem as if it were a good idea.

9. **Physical:** The body activities to reach a desired goal.

10. **Social:** Enjoying the company of others.

Procedure:

1. Introduce abilities and give examples from the Supplementary Teacher Information section. Discuss terms and definitions with the class.

2. Distribute activity sheets to each student and read the directions aloud with the class. Be certain that all students understand the directions. Emphasize the importance of completing the activity worksheets honestly. Explain that self-appraisal measures are difficult to complete. People tend to underestimate their own abilities. When all students understand the instructions, let them begin.

3. At the completion of the "Abilities Checklist," distribute the worksheets entitled "To Find Out What Your Answers Mean." Have students complete questions 1-3; discuss the result as it relates to the ability areas listed on the bottom half of the sheet.

   (**Note:** As students rate their two highest abilities, they may have several scores that are the same. It is all right to list more than two abilities if this occurs.)

Discussion Questions:

1. What did you learn about yourself? (Answers will vary.)

2. Do all people excel in the same areas? (People have different strengths. Variety in individual abilities is important in providing efficiency in all career areas.)

3. Name some careers that require a highly persuasive ability. (Salesman, saleswoman, salesperson, lawyer.)

   What careers require good artistic ability? (Fashion designer, artist.)

   What careers require good social abilities? (Counselor, social worker.)

   What careers require good manual abilities? (Typist, assembly worker.)

   What careers require good musical abilities? (Singer, composer.)

   What careers require good creative abilities? (Reporter, journalist.)

   What careers require good analytical abilities? (Accountant, computer programmer.)

   What careers require good intelligence? (Doctor, teacher.)

   What careers require good physical abilities? (Construction worker, dancer.)

4. Students take "Abilities Quiz."

Evaluation(s):

The students are to be evaluated on completion of the worksheets and participation in the discussion. For quiz credit, students should answer 10 of 15 questions correctly.

Answer Key:

"Abilities" Quiz.

1. B
2. C

3. E
4. D

5. A
6. C

7.
    1. B
    2. D

    3. E
    4. H

    5. C
    6. G

    7. I
    8. F

    9. A

Name: ______________________

Teacher: ______________________

Period: ______________________

Date: ______________________

ABILITIES CHECKLIST WORKSHEET

__Directions__: Here are some questions to help you discover more about your abilities. If you get more "yes" answers for a group, it probably means that you are likely to do well in that area; or at least, you should look at it more closely. Answer the following questions by placing a check in the blanks that best answer the questions about you.

A.	DO YOU:	__YES__	__NO__
1.	Think things out for yourself?	_____	_____
2.	See the relationship between what you learn and what you have learned without much effort?	_____	_____
3.	Remember what you have learned without much effort?	_____	_____
4.	Know more about certain subjects than your classmates?	_____	_____
5.	Have above-average grades in many of your subjects?	_____	_____
6.	Think you have a large vocabulary compared with others your age?	_____	_____
7.	Perform well on tests?	_____	_____

Total __YES__ Answers: __________

B.	DO YOU:	__YES__	__NO__
1.	Spend extra time on an assignment that really interests you?	_____	_____
2.	Continue to work on projects when you have failed to get the results you want after several tries?	_____	_____
3.	Want to know the causes and reasons for things happening?	_____	_____
4.	Enjoy reading about new inventions or discoveries?	_____	_____
5.	Enjoy understanding what makes things work, even to the extent of taking them apart?	_____	_____
6.	Enjoy solving puzzles and mind-challenging games?	_____	_____
7.	Enjoy doing experiments?	_____	_____

Total __YES__ Answers: __________

C.	ARE YOU THE TYPE OF PERSON WHO:	YES	NO
1.	Writes essays that others say are really good?	______	______
2.	Writes stories that others have said are really good?	______	______
3.	Writes poetry that others have said is really good?	______	______
4.	Reads every chance you get?	______	______
5.	Is good at coming up with new ideas for stories, poems, etc.?	______	______
6.	Gets good grades in English?	______	______
7.	Enjoys reading stories, poetry, mysteries, etc.?	______	______

Total YES Answers: ____________

D.	DO YOU:	YES	NO
1.	Enjoy drawing or painting?	______	______
2.	Draw pictures that others say are really good?	______	______
3.	Sketch cartoons that others say are really good?	______	______
4.	Use art as a way of telling others what you think or how you feel?	______	______
5.	Enjoy looking at art work that others have done?	______	______
6.	Draw pictures while daydreaming?	______	______
7.	Use oil paints or pastels with success?	______	______

Total YES Answers: ____________

E.	DO YOU:	YES	NO
1.	Sing well?	______	______
2.	Have others ask you to sing for special occasions?	______	______
3.	Take lessons from someone to learn to play a musical instrument?	______	______
4.	Have others ask you to play a musical instrument for special occasions?	______	______
5.	Perform in a musical group at church, school, or for money?	______	______
6.	Enjoy listening to music?	______	______
7.	In the opinion of someone who is an expert, have a musical talent above that of most persons?	______	______

Total YES Answers: ____________

F.	ARE YOU GOOD AT:	YES	NO
1.	Selling things?		
2.	Making others see your point?		
3.	Getting your friends to do something you want?		
4.	Getting your parents to let you do something you wish?		
5.	Getting others to go along with you?		
6.	Getting others to change their minds?		
7.	Assuming leadership roles?		

Total YES Answers: ____________

G.	DO YOU:	YES	NO
1.	Play on a sports team at your school or in your city?		
2.	Participate in a physical activity often?		
3.	Enjoy watching sports either in person or on television?		
4.	Receive praise from your coach on how well you perform?		
5.	Think you are good in sports?		
6.	Think you are in good physical shape?		
7.	Receive praise from others on how well you perform?		

Total YES Answers: ____________

H.	ARE YOU GOOD AT:	YES	NO
1.	Putting puzzles together?		
2.	Putting model ships, cars, or planes together?		
3.	Sewing or other kinds of needlework?		
4.	Following directions?		
5.	Building things that require extra work and time?		
6.	Craft projects that require putting together small pieces?		
7.	Repairing machines?		

Total YES Answers: ____________

I.	**DO YOU:**	**YES**	**NO**
1.	Enjoy helping others?	______	______
2.	Find that your friends tell you about their problems?	______	______
3.	Often think of ways you can make others feel better?	______	______
4.	Like to be around others?	______	______
5.	Try to stop the fights in your school before they get out of hand?	______	______
6.	Hold your temper most of the time?	______	______
7.	Try to see the other person's point of view?	______	______

Total YES Answers: ____________

Name: ____________________

Teacher: ____________________

Period: ____________________

Date: ____________________

TO FIND OUT WHAT YOUR ANSWERS MEAN WORKSHEET

1. Write the letter of the group that had the most "yes" answers.

   ____

2. Write the letter of the group that had the next highest number of "yes" answers.

   ____

3. Match the letters from questions 1 and 2 above to the chart below to find two abilities you have. List those two abilities:

   a. ____________________

   b. ____________________

A.	**INTELLIGENCE**	You have the ability to learn things easily.
B.	**ANALYTICAL**	You have the ability to solve problems by breaking them into parts to see how they make the whole.
C.	**CREATIVE LITERACY**	You have the ability to write in a manner that is enjoyable for others to read.
D.	**ARTISTIC**	You have the ability to make things that have form and/or beauty.
E.	**MUSICAL**	You have the ability to put tones together in a manner that is pleasing to the ear.
F.	**PERSUASIVE**	You have the ability to convince others.
G.	**PHYSICAL**	You have the ability to use your body or parts of your body to reach a desired goal.
H.	**MANUAL**	You have the ability to use your hands to reach a desired goal.
I.	**SOCIAL**	You have the ability to get along with others and/or to help others.

Name: ______________________

Teacher: ______________________

Period: ______________________

Date: ______________________

ABILITIES QUIZ

1. An ability is a mental or physical activity you:

   a. Can learn.
   b. Can do.
   c. Can learn with a little effort.
   d. Love doing.
   e. Have some difficulty doing.

2. The best reason for understanding your abilities is:

   a. To learn about strengths.
   b. To learn about interests.
   c. To choose an appropriate career.
   d. For self-discovery.
   e. To compare yourself to others.

3. The least helpful source in discovering your abilities would be:

   a. Ability surveys.
   b. Parents.
   c. Friends and relatives.
   d. School counselors.
   e. A book about careers.

4. Employers find that it is very important to hire workers with specific abilities. Which statement best describes this importance?

   a. People with specific abilities are more interesting.
   b. People with specific abilities get along better.
   c. People with specific abilities work harder.
   d. Employers can match specific abilities to jobs.
   e. Employers find workers with specific abilities are more dependable.

5. One career that would require a highly persuasive ability would be:

   a. Lawyer.
   b. X-ray technician.
   c. Doctor.
   d. Secretary.
   e. Mathematician.

6. What occupation would require the greatest social ability?

   a. Engineer.
   b. Plumber.
   c. Receptionist.
   d. Computer programmer.
   e. Surveyor.

7. Match the following terms and definitions by placing the correct letter in the blank at the left.

______	1.	Musical	a.	The ability to learn and understand.
______	2.	Achievement level	b.	Skilled in music.
______	3.	Manual	c.	To write with imagination.
______	4.	Persuasive	d.	Stage of progress after a period of training or learning.
______	5.	Creative literacy	e.	Made, done, or worked with hands.
______	6.	Analytical	f.	The working of the body in a manner in which a goal is reached.
______	7.	Social	g.	Able to break something into parts and see how it fits together.
______	8.	Physical	h.	Able to get someone to believe as you do.
______	9.	Intelligence	i.	Enjoy the company of others.

APTITUDES

ACTIVITY 8

Time Period:

50 minutes

Objective/Goal:

The students will understand aptitudes by taking simulated aptitude tests.

Supplementary Teacher Information:

An aptitude is a natural ability; it is potential as distinguished from developed ability. For example, a person with an aptitude for language learns foreign languages easily. A person may develop a language ability by taking courses in language, but a person with a language aptitude will learn much more quickly and easily. Knowledge of aptitudes can help students select jobs and occupations at which they are likely to do well with the least amount of effort.

Aptitude tests have been developed to measure specific work-related aptitudes. There are about nine common specific work aptitudes that can be measured by aptitude test batteries. (Present overhead of nine aptitudes and read the information aloud to students. TM-1.) Students will take a shortened version of an aptitude test of four work-related aptitudes: clerical, numerical, form perception, and spatial perception. Remember, this is not an actual aptitude test but a simulated test so students can understand how aptitude test batteries function. Results of aptitude tests can help predict the classes and occupations in which a student can be naturally successful.

Equipment and/or Supplies:

1. Overhead Projector.
2. Transparencies:
    a. The Nine Most Common Aptitudes (TM-1).
    b. The Form Perception Scoring Key (TM-2).
3. One test booklet per student. (Duplicate pages 61-69; one set for each student.)

List of Activities:

1. The teacher will introduce aptitudes from the teacher information section using an overhead transparency of the nine aptitudes.

2. The teacher will duplicate the four simulated aptitude tests and distribute a set to each student.
3. The students will take and score four shortened aptitude assessments.
4. The students will record test results on student aptitude charts and list the two strongest perceived aptitudes (may be tested or untested aptitudes).
5. Discussion on what was learned.
6. Students take quiz.

Instructional Outline:

Key Words and Definitions:

1. **Aptitude:** Potential as distinguished from developed ability; quickness to learn.
2. **Intelligence:** General learning ability; the ability to "catch on" or understand instructions and underlying principles; ability to reason and make judgments; closely related to doing well in school.
3. **Verbal:** Ability to understand the meaning of words and ideas associated with them; ability to use words effectively; to present information or ideas clearly.
4. **Numerical:** Ability to perform mathematical operations quickly and accurately.
5. **Spatial:** Ability to comprehend forms in space and to understand the relationships of plane and solid objects. May be used in such tasks as blueprint reading and solving geometry problems.
6. **Form Perception:** Ability to perceive pertinent detail objects; to make comparisons and see slight differences in shapes and shading of figures and widths and lengths of lines.
7. **Clerical Perception:** Ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy, to proofread words and numbers.
8. **Finger Dexterity:** Ability to move the fingers and manipulate small objects with the fingers rapidly and accurately.
9. **Manual Dexterity:** Ability to move the hands easily and skillfully; to work with the hands in placing and turning motions.
10. **Motor Coordination:** Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; ability to make a movement response accurately and quickly.

Procedure:

1. **Read and/or put into your own words** the material in the Supplementary Teacher Information section; present transparencies of "The Nine Most Common Aptitudes" (TM-1).

2. **Hand out test** which contains four aptitude assessments; read aloud the directions to each test.

   a. **Clerical Aptitude**. (Read aloud.) Read the directions to yourself at the top of the clerical ability test as I read them aloud. "Directions: This activity measures your ability to observe differences in copy and to proofread words and numbers. Look at each set of items; circle the 'S' if the set is the same, or 'N' if the set is not the same. Do not start working on the test until I say 'Begin.' Do not turn to the next test until I say to do so. Put your pencil down and look up when I say 'Stop.' Do you understand the directions? You will have ninety seconds to complete this test." Say, "Begin." After exactly ninety seconds say, "Stop."

   b. **Numerical Aptitude**. (Read aloud.) Read the directions at the top of the numerical ability test to yourself as I read them aloud. "Directions: This activity measures your ability to compute mathematical problems accurately and quickly. Circle the letter of the correct answer to each of these problems. You may use the activity sheet to figure your answers. You will have six minutes to work on this test." Say, "Begin." After six minutes, say, "Stop."

   c. **Perception Aptitude**. (Read aloud.) Read the directions at the top of the perception aptitude test to yourself as I read them aloud. "Directions: This activity measures your ability to perceive detail in objects. Look at the next page. This activity has five pairs of drawings. The drawings on the left are the originals. Each drawing on the right has six things that are different from the original. Circle the six different things in each of the pictures on the right. Do you understand the directions? You will have six minutes to complete this activity." Say, "Begin." After six minutes, say, "Stop."

   d. **Spatial Aptitude**. (Read aloud.) Read the directions at the top of the spatial aptitude test to yourself as I read them aloud. "Directions: This activity measures your ability to understand relationships of plane and solid objects. Turn the page and look carefully at the figure on the left. The figure, if folded properly, would become one of the drawings on the right. Circle the letter of the correct figure. If the folded figure is not shown, circle answer 'D.' You will have thirty seconds to complete this activity." Say, "Begin." After thirty seconds, say, "Stop."

3. **Scoring**: Have the students score their own tests or exchange them with a neighbor. Read the answers aloud from the key and have the students place a check mark by an item missed. Use either an overhead projector to score the perception aptitude test or the key at the end of the student test. After each test is scored, have students subtract the number missed from the total number possible. This will give the number which are correct. Have students write the number correct at the top of each aptitude test.

4. **Aptitude Chart**: Have the students fill in the aptitude chart by listing total number correct of each activity in the blanks provided. Have students list their two perceived strongest aptitudes.

5. **Discussion**:

   a. Which occupations require high aptitudes in verbal abilities?
   (TV Broadcaster, lawyer)

   Which occupations require high aptitudes in numerical abilities?
   (accountant, math teacher)

   Which occupations require high aptitudes in finger dexterity?
   (barber, machinist)

   Which occupations require high aptitudes in manual dexterity?
   (brick mason, carpenter)

   Which occupations require high aptitudes in spatial abilities?
   (engineer, artist)

   Which occupations require high aptitudes in form perception?
   (draftsman, graphic artist)

   Which occupations require high aptitudes in clerical ability?
   (secretary, postal clerk)

   Which occupations require high aptitudes in motor coordination?
   (assembly line worker, key punch operator)

   Which occupations require high aptitudes in intelligence?
   (physician, college professor)

   b. Does a high aptitude in a certain area guarantee you would do well in an occupation that requires that aptitude? (No. Many other factors influence success such as job setting, working conditions, pay, and work habits.)

   c. What did you learn about yourself? (We all have natural strengths and weaknesses.)

d. How can you use this information in planning for classes and future occupational preferences? (You can select classes and occupations at which you are naturally successful. It is important to stress that low aptitudes should not discourage a student from classes and occupations in which a student has strong interest.

6. Students take "Aptitude" Quiz.

Evaluation(s):

Student evaluation is to be based on the completion of the Aptitude test. For quiz credit, students should answer 15 of 22 questions correctly.

Answer Key:

"Aptitude" Quiz.

1. D
2. E
3. B
4. D
5. A

6. a. False
   b. True
   c. False

   d. True
   e. True
   f. False

7. C

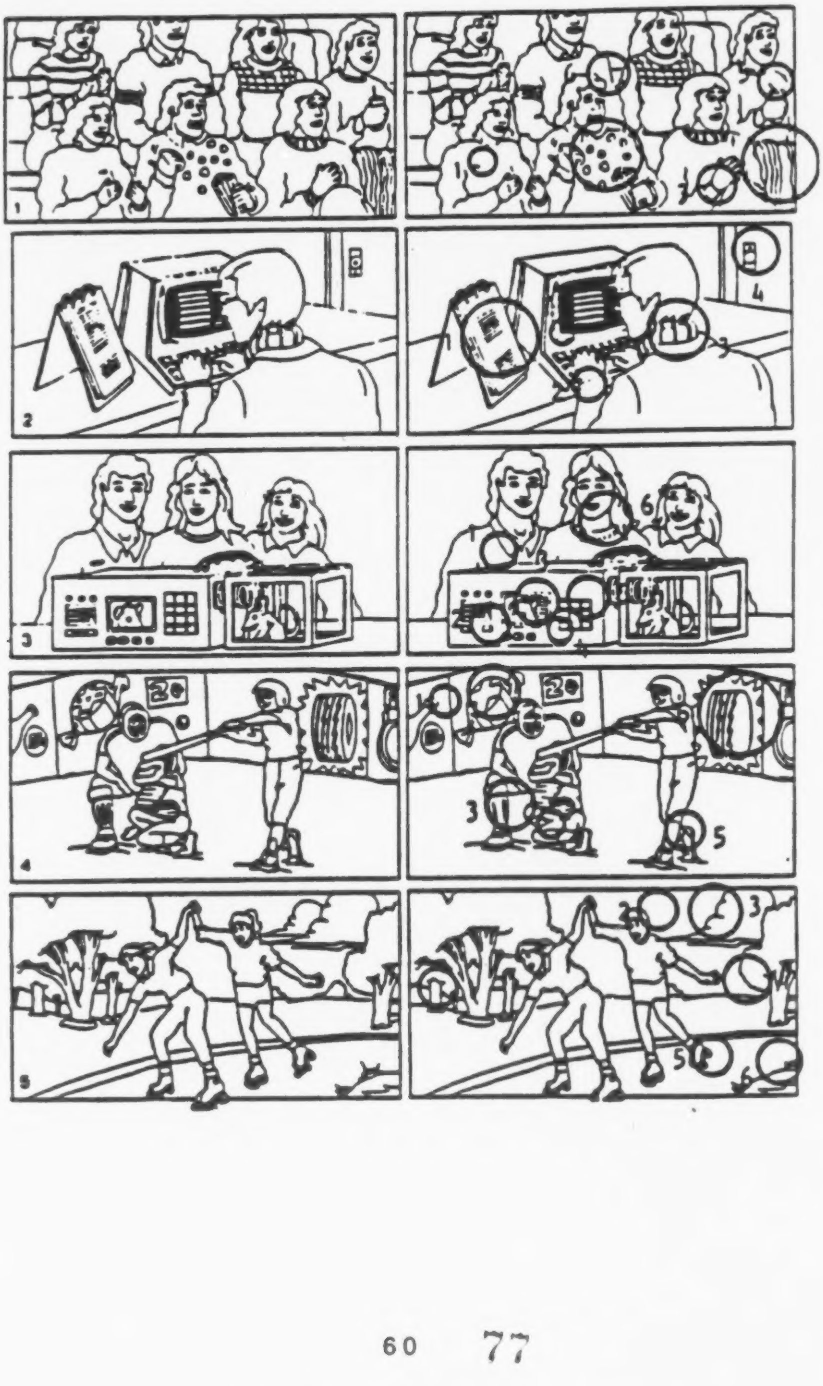
8. 1. G
   2. F
   3. B
   4. A
   5. E

   6. C
   7. D
   8. I
   9. H
   10. J

ANSWER KEYS

#1 Clerical	#2 Numerical	#3 Spatial	#4 Form Perception
1. N	1. C	1. D	**Answer Key** found on the next page.
2. S	2. C	2. B	
3. S	3. B	3. A	
4. N	4. B	4. B	
5. N	5. B	5. A	
6. S	6. C		
7. N	7. B		
8. S	8. C		
9. N	9. B		
10. N	10. A		
11. S	11. B		
12. N	12. A		
13. N	13. B		
14. N	14. A		
15. N	15. B		
16. N	16. A		
17. S	17. B		
18. N	18. D		
19. N	19. B		
20. N	20. A		

ANSWER KEY TO PERCEPTION TEST



Name: ______________________

Teacher: ______________________

Period: ______________________

Date: ______________________

APTITUDE SURVEY

CLERICAL APTITUDE TEST

STUDENT WORKSHEET: SECTION 8

Directions: This activity measures your ability to observe differences in copy and to proofread words and numbers. Look at each set of items, circle the "S" if the set is the SAME, or "N" if the set is NOT the same. Do not start working on the test until I say "Begin." Do not turn to the next test until I say to do so. Do you understand the directions? You will have 90 seconds to complete this test.

1.	Addie Johnson	Addie Johnsen	S N
2.	Youngjoo Yoon	Youngjoo Yoon	S N
3.	S. Cunningham	S. Cunningham	S N
4.	Jan Skrivanek	Jan Skrabanek	S N
5.	Phillis House	Phillip House	S N
6.	Albert Jimenez	Albert Jimenez	S N
7.	Irene Lunceford	Irene Lunsford	S N
8.	Convenience	Convenience	S N
9.	Acquaintance	Acquaintence	S N
10.	Box Inc.	Box Icn.	S N
11.	892 346	892 346	S N
12.	503 CND	503 GND	S N
13.	IC606F7	LC606F7	S N
14.	WMMWW	WWMMW	S N
15.	593-50-7642	592-50-7642	S N
16.	726-98-1124	726-98-1214	S N
17.	BZR-AO-FZXP	BZR-AO-FZXP	S N
18.	4296	4276	S N
19.	MgFd	Mgd	S N
20.	2LQB	21Q8	S N

STOP! DO NOT TURN THE PAGE.

20 -- ____________ = ____________

Possible -- Number Missed = Number Correct

20	--	____________	=	____________
Possible	--	Number Missed	=	Number Correct

APTITUDE SURVEY
NUMERICAL APTITUDE

STUDENT WORKSHEET: SECTION 8

Directions: This activity measures your ability to compute mathematical problems accurately and quickly. Circle the letter of the correct answer to each of these problems. You may use the activity sheet to figure your answers. You will have six minutes to work on this test.

1. Bill makes $1.25 an hour. How much would he make if he worked 6 hours?
   a. $6.50
   b. $6.00
   c. $7.50
   d. None of these

2. Lucy sold 1/3 as many computers this month as she did last month when she sold 24. How many computers did she sell this month?
   a. 8 1/3
   b. 7 1/3
   c. 8
   d. None of these

3. $$\begin{array}{r} 540 \\ \underline{+\,312} \end{array}$$
   a. 742
   b. 852
   c. 850
   d. None of these

4. $$\begin{array}{r} 654 \\ 832 \\ 114 \\ \underline{+\,508} \end{array}$$
   a. 2008
   b. 2108
   c. 2248
   d. None of these

5. 54 + 16 =
   a. 80
   b. 70
   c. 40
   d. None of these

Go on to the next page.

6. 42 1/2
+ 3 3/4

a. 45 1/4
b. 46 1/2
c. 46 1/4
d. None of these

7. 426
− 159

a. 276
b. 267
c. 278
d. None of these

8. 793
− 21

a. 762
b. 752
c. 772
d. None of these

9. 9.36
− 4.50

a. 5.76
b. 4.86
c. 3.76
d. None of these

10. 27
− 12

a. 15
b. 25
c. 35
d. None of these

11. 9 3/8
− 2 1/4

a. 6 2/4
b. 7 1/8
c. 7 1/4
d. None of these

12. 34
x 12

a. 408
b. 208
c. 608
d. None of these

13. 563
x 48

a. 28042
b. 27024
c. 27014
d. None of these

Go on to the next page.

14. $7\overline{)\,63}$

a. 9
b. 8
c. 7
d. None of these

15. 104 ÷ 13 =

a. 8.6
b. 8
c. 8.4
d. None of these

16. 2 1/2 ÷ 1/4 =

a. 10
b. 12 1/2
c. 10 1/4
d. None of these

17. 78 x 10 =

a. 790
b. 780
c. 770
d. None of these

18. 29 − 4 =

a. 15
b. 16
c. 17
d. None of these

19. 999 − 99 =

a. 911
b. 900
c. 811
d. None of these

20. 450 + 490 =

a. 940
b. 860
c. 920
d. None of these

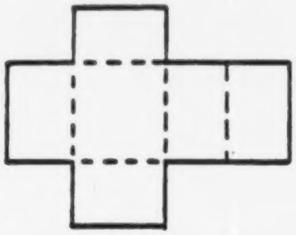
STOP! DO NOT GO ON TO THE NEXT PAGE!

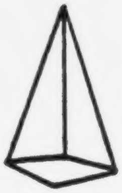
5	-	____________	=	____________
Possible Correct		Number Missed		Number Correct

APTITUDE SURVEY
SPATIAL APTITUDE
STUDENT WORKSHEET: SECTION 8

Directions: This activity measures your ability to understand relationships of plane and solid objects. Look carefully at the figure on the left. The figure, if folded properly, would become one of the drawings on the right. Circle the letter of the correct figure. If the folded figure is not shown, circle Answer D. You will have 30 seconds to complete this activity.

1

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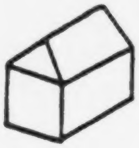
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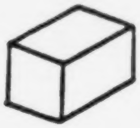
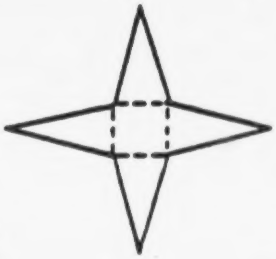
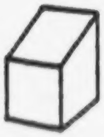

C

Figure Not Shown
D

2

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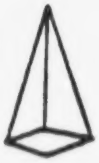
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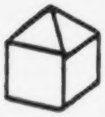
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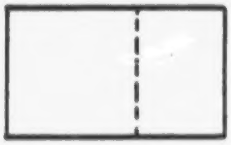

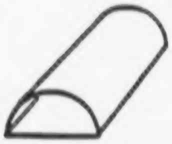
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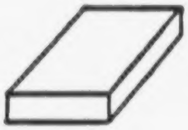
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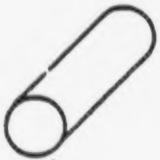
C

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D

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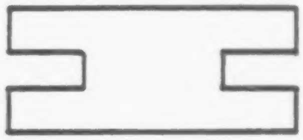
(Spatial Aptitude, continued)



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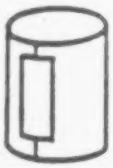

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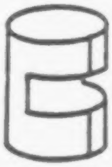

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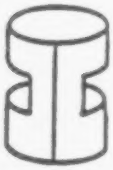

C

Figure
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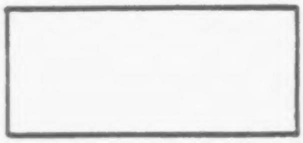

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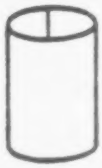

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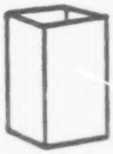

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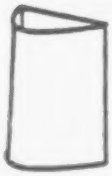


C

Figure
Not
Shown
D

STOP! DO NOT TURN THE PAGE.

30 Possible Correct - ______ Number Missed = ______ Number Correct

APTITUDE SURVEY
PERCEPTION APTITUDE
STUDENT WORKSHEET: SECTION 8

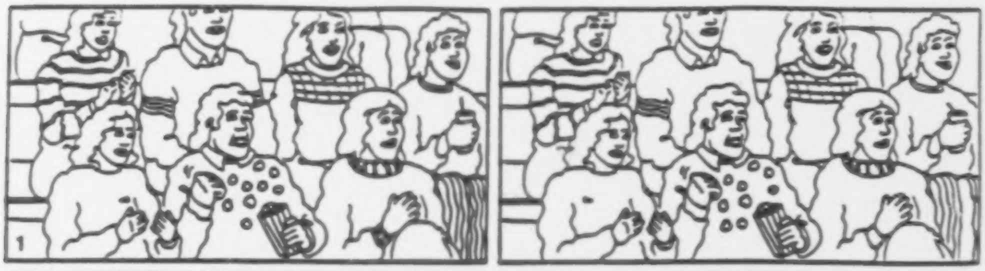
Directions: This activity measures the ability to perceive detail in objects. Look at the next page. This activity has 5 pairs of drawings. The drawings on the left are the originals. Each drawing on the right has 6 things different from the original. Circle the 6 different things in each of the pictures at the right. You will have 6 minutes to complete this activity.

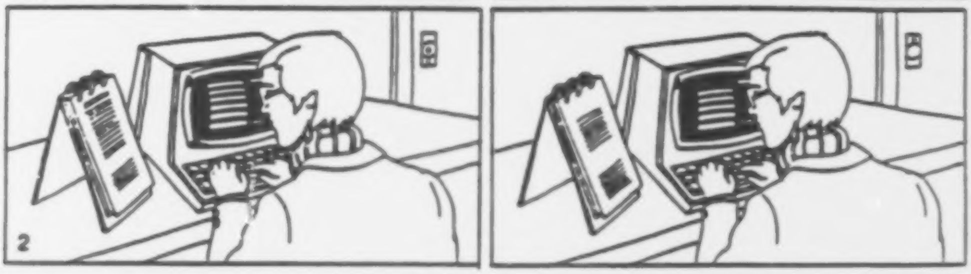
1. ______ Number Correct 6 possible.
2. ______ Number Correct 6 possible.
3. ______ Number Correct 6 possible.
4. ______ Number Correct 6 possible.
5. ______ Number Correct 6 possible.

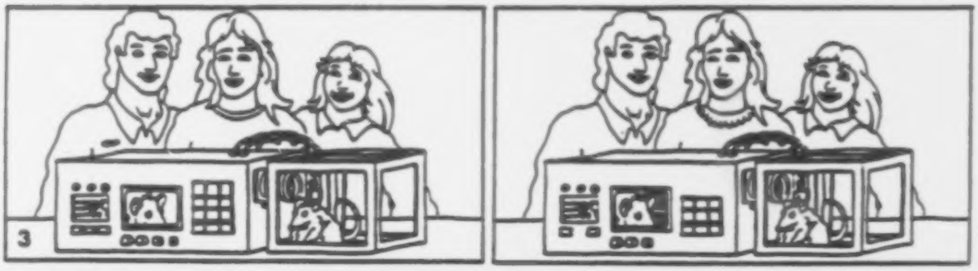
______ Total Number Correct 30 possible.

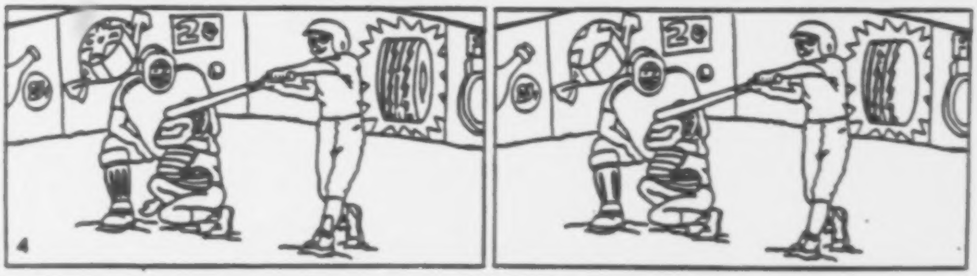
Go on to next page.

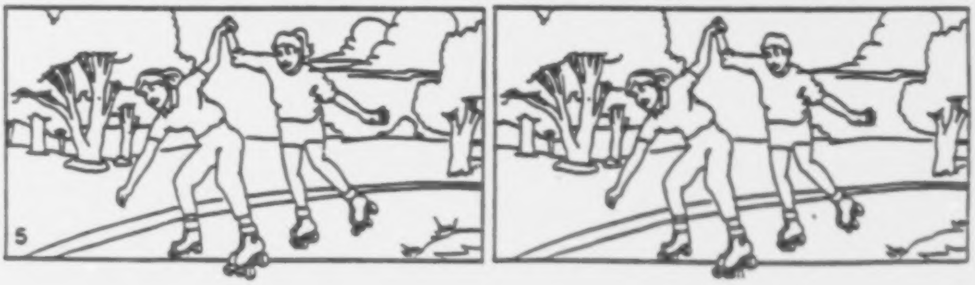
(Perception Aptitude, continued)











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APTITUDE CHART

STUDENT WORKSHEET: Section 8

Directions: Record the results of your aptitude activities by listing the number correct from the top of each aptitude test.

Aptitude Measured	No. of Questions	No. Correct
Clerical	20	
Numerical	20	
Spatial	5	
Form Perception	30	

Other Aptitudes

Intelligence
Verbal
Finger Dexterity
Manual Dexterity
Motor Coordination

List your two strongest, tested or untested, aptitudes:

1. ____________________

2. ____________________

THE NINE MOST COMMON APTITUDES

APTITUDE G -- INTELLIGENCE	General learning ability. The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgments. Closely related to doing well in school.
APTITUDE V --VERBAL	Ability to understand meanings of words and ideas associated with them, and to use them effectively. To present information or ideas clearly.
APTITUDE N -- NUMERICAL	Ability to perform mathematical operations quickly and accurately.
APTITUDE S -- SPATIAL	Ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems.
APTITUDE P -- FORM PERCEPTION	Ability to perceive pertinent detail in objects. To make comparisons and discriminations, see slight differences in shapes and shadings of figures, and widths and lengths of lines.
APTITUDE Q -- CLERICAL PERCEPTION	Ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proofread words and numbers.
APTITUDE F -- FINGER DEXTERITY	Ability to move the fingers and manipulate small objects with the fingers rapidly and/or accurately.
APTITUDE M -- MANUAL DEXTERITY	Ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.
APTITUDE K -- MOTOR COORDINATION	Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.

Name: ____________________
Teacher: ____________________
Period: ____________________
Date: ____________________

APTITUDE QUIZ

1. An aptitude is best described as an ability you have:

   a. Learned.
   b. Neglected.
   c. Acquired.
   d. Naturally.
   e. Practiced.

2. What aptitude subtest would be of most interest to someone hiring a typist?

   a. Numerical.
   b. Form perception.
   c. Verbal.
   d. Intelligence.
   e. Clerical.

3. What does an aptitude test best predict?

   a. What your hobbies should be.
   b. What occupations you can learn quickly.
   c. What colleges will accept you.
   d. What grades you will get in school.
   e. What your future earnings can be.

4. A careful evaluation of an aptitude test can help you discover your:

   a. Likes.
   b. Values.
   c. Goals.
   d. Strengths.
   e. Hobbies.

5. What occupation would require the greatest numerical aptitude?

   a. Mathematician.
   b. Policeman.
   c. Nurse.
   d. Typist.
   e. Roofer.

6. Answer the following questions "True" if the statement is "correct"or "False" if the statement is incorrect by placing a "T" for true or "F" for false in the space at the left.

   ______ a. Aptitude test batteries are used to predict athletic ability.

   ______ b. Knowing what your aptitudes are can help you in selecting a career.

   ______ c. Aptitude tests can determine if you will be a successful leader.

   ______ d. Some employers use aptitude tests to make decisions about entry into jobs.

   ______ e. Aptitudes can give you an idea of your strengths and weaknesses.

   ______ f. Aptitudes remain unchanged through one's lifetime.

7. The best definition of an intelligence aptitude is the:

   a. Ability to read and write well.
   b. Ability to compute complex problems.
   c. Ability to learn and understand.
   d. Ability to get along with others.
   e. Ability to get others to believe as you do.

8. Match the following aptitude terms and definitions by placing the correct letter in the blank at the left.

_______ 1. Motor coordination

_______ 2. Manual dexterity

_______ 3. Verbal

_______ 4. Intelligence

_______ 5. Aptitude

_______ 6. Numerical

_______ 7. Spatial

_______ 8. Form perception

_______ 9. Finger dexterity

_______ 10. Clerical dexterity

a. General learning ability; the ability to "catch on" or to understand instructions and underlying principles; ability to reason and make judgments.

b. Ability to understand meanings of words and ideas associated with them; to present information clearly.

c. Ability to perform mathematical operations quickly and accurately.

d. Ability to comprehend forms in space and understand the relationship of plane and solid objects.

e. An ability you have already; quickness to learn or understand.

f. Ability to move the hands easily and skillfully; to work with the hands in placing and turning motions.

g. Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; ability to make a movement response accurately and quickly.

h. Ability to move the fingers rapidly and accurately manipulate small objects with the fingers.

i. Ability to see detail in objects; to make comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

j. Ability to perceive detail in tabular material; to observe differences in copy, to proofread words and numbers.

HERE I AM, WORLD!

ACTIVITY 9

Time Period:

30 Minutes

Objective/Goal:

The students will form a self-composite and summarize identified interests, abilities, and values by listing this information on their worksheets.

Supplementary Teacher Information:

Give a copy of this information to the school counselors for their use in career guidance.

Equipment and/or Supplies:

"Here I am, World!" worksheets.

List of Activities:

1. Teacher discusses key words and "Here I Am, World!" worksheets.
2. Students complete worksheets.
3. Students take quiz.

Instructional Outline:

Key Words and Definitions:

1. **Work:** Purposeful activity.
2. **Task:** A set of actions which have specific outcomes.
3. **Job:** All the tasks performed by a worker.
4. **Data:** Facts, numbers, files, business procedures.

5. **People:** People you help, serve, care for, or to whom you sell things.

6. **Things:** Machines, tools, living things, and materials.

7. **Ideas:** New ways of saying something.

Procedure:

1. Teacher presents key words and definitions.
2. Teacher distributes "Here I Am, World!" worksheets to students.
3. Have students skim through worksheets. Answer questions students might have.
4. Stress the idea that this activity is confidential.
5. The students should be instructed to use previous information from activities in filling out the worksheets.
6. Have students complete the worksheets.
7. Students take "Here I Am, World!" Quiz.

Evaluation(s):

Student evaluation is to be based on completion of the "Here I Am, World!" worksheet. For quiz credit, student should answer 10 of 15 questions correctly.

Answer Key:

"Here I Am, World!" Quiz

1. a. Ex: Art
   b. Ex: Math
   c. Ex: Science

2. Ex: Astronaut
3. Ex: People

4. Ex: Lawyer
5. Ex: Physical

6. Ex: Kind
7. F, G, D, B, E, A, C

For questions 1-6, credit should be awarded for any answers that fit the questions.

Name: ______________________________

Teacher: ____________________________

Period: _____________________________

Date: _______________________________

HERE I AM, WORLD! WORKSHEET

School Related Questions

1. What subjects do I like most? (a) ____________________

   (b) ____________________ (c) ____________________

2. What subjects do I like least? (a) ____________________

   (b) ____________________ (c) ____________________

3. In what subjects do I do my best work? (a) ____________________

   (b) ____________________ (c) ____________________

4. In what subjects do I have the most difficulty? (a) ____________________

   (b) ____________________ (c) ____________________

5. My study habits are ______ excellent, ______ good, ______ fair, ______ poor.

6. My grades tell the story of how well I can do in school. ______ Yes ______ No

7. I have participated or am planning to participate in the following extracurricular activities:

   ____

   ____

   ____

Work Related Questions

8. When I was a child, I wanted to be a ______________________________.

9. Now I think I want to be a ____________. Check one of the following:

I am ______ very sure, ______ somewhat sure, ______ unsure this is a good choice for me.

10. Do I have to go to college to do this kind of work? _____ Yes _____ No

11. When I graduate from high school, I think I will probably

______ work full time, ______ go into the military service,

______ enter college/vocational school, ______ get married.

12. I would rather work with _____ things, _____ people, _____ ideas, _____ data.

13. I like being responsible for the activities of others. _____ Yes _____ No

14. I like routine work. _____ Yes _____ No

15. I would rather work _____ alone, _____ with others.

16. I like to read the following kinds of books and magazines:

____

____

____

Family Related Questions

17. My family wants me to be a ______________________________to make a living.

I think this is _____ a good idea, _____ a bad idea, _____ I am not sure.

Please explain: ____

____

____

18. My family feels I ____ should, ____ should not go to college.

19. Which of my personal traits or habits does my family want me to change?

____

____

____

General Questions

20. Do I have any physical disabilities that might limit my career or educational plans? ____

____

____

21. What do I think is my best ability? ______________________________

22. What personal trait would I most like to change? ______________________

____

____

23. What am I most proud of having done or being able to do?

a. ______________________________

b. ______________________________

c. ______________________________

24. What are three of my weaknesses?

a. ______________________________

b. ______________________________

c. ______________________________

25. Am I willing to get involved with new ideas, friends, or situations even if I don't know whether or not they will work out?

_______ Yes _______ Sometimes _______ No

26. Up until now, what is the most important thing I know about myself?

____

____

____

27. If my friends were to use one word or phrase to describe me, what would it be?

____

28. When I am old, what do I want people to say about me?

____

____

____

29. If I were not me, what other person (real or fictitious) would I choose to be?

____

Why? ____________________

____

____

30. I want to select courses in these areas in high school:

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

31. I plan to finish high school. _____ Yes _____ No

If no, please explain.

____

____

____

____

____

Name: ____________________
Teacher: ____________________
Period: ____________________
Date: ____________________

HERE I AM, WORLD! QUIZ

DIRECTIONS: In order to answer the following questions, copy the information from your "Here I Am World" Worksheet.

1. Worksheet question 1: What subjects do I like most?

   a. ____________________

   b. ____________________

   c. ____________________

2. Worksheet question 8: When I was a child, I wanted to be a(n)

   ____________________.

3. Worksheet question 12: I would rather work with ____________________.

4. Worksheet question 17: My family wants me to be a ____________________ to make a living.

5. Worksheet question 21: What do I think is my best ability?

   ____

6. Worksheet question 27: If my friends were to use one word or phrase to describe me, what would it be?

   ____

7. Match the following words to their definitions by placing the correct letter to the left of each word.

1.	_____	**Work:**	a.	New ways of saying something.
2.	_____	**Data:**	b.	Persons you help, serve, care for, or to whom you sell things.
3.	_____	**Job:**	c.	A set of actions which have specific outcomes.
4.	_____	**People:**	d.	All the tasks performed by a worker.
5.	_____	**Things:**	e.	Machines, tools, and materials.
6.	_____	**Ideas:**	f.	Purposeful activity.
7.	_____	**Task:**	g.	Facts, numbers, files, business procedures.

GENDER STEREOTYPES IN OCCUPATIONS

ACTIVITY 10

Time Period:

50 minutes

Objective/Goal:

The students will understand how sex stereotypes influence occupational and class choices through an activity which emphasizes nontraditional occupations.

Supplementary Teacher Information:

Many women and men believe that only certain jobs are right for females and that other jobs are right for males. This influences the ways in which they prepare themselves for jobs or careers and the jobs or careers in which they seek employment.

Some employers hire workers based on stereotyped ideas by refusing to hire qualified persons in jobs which are not traditional for their sex, or by paying employees of one sex less for the same work. Lawsuits against the government, businesses, and people who discriminate have helped reduce sexual discrimination in the workplace.

Sex stereotypes are propagated in many ways; often people are not even aware of these stereotypes and accept them as facts or reality. Peers, parents, T.V. programs, cartoons, advertisements, movies, textbooks, and storybooks are among the media that can propagate stereotypes.

Many of the adult women in the United States provide the sole source of income for their families. Many women support themselves through part or all of their lives. More than half of U.S. women aged 18-64 are now working. Because nearly every woman will work at sometime in her life, it is essential for women to train for an occupation and career.

Many girls do not take the same classes boys take in school; therefore, they are not prepared to compete for the best-paying jobs. For example, engineers have one of the highest starting salaries for college graduates, yet very few women go into engineering. Sex stereotyping is one of the reasons women don't enter into this traditional male occupation.

Another critical reason is that girls do not take the necessary math and science classes to prepare themselves for this field. In a recent study, the number of girls compared to the number of boys in advanced science and math classes in high school was I in 3. On the college entry exams, this lack of experience in math and science classes results in significantly lower scores in the math and science subtests.

One way for girls to get into the better paying professional jobs is to encouraged them to take the highest levels of math and science in high school. This will open the door to many more career opportunities. Boys taking more of the traditional female classes such as home economics and business can also broaden their career opportunities.

Equipment and/or Supplies:

1. "Ten Occupations" worksheets.
2. The ten posters in the "What's My Line" Vocational Opportunity Through Equity (VOTE) materials packet.
   Note: If pictures did not come with your guidance materials, this activity can still be used. Find five pictures of males and five pictures of females that have no reference to occupation and mount them on poster board. On the back of the ten pictures, write the occupations that correspond to the nontraditional female and male occupations found in the Answer Key.

List of Activities:

1. Teacher will give each student a worksheet of "Ten Occupations."
2. Teacher will present the ten numbered pictures/posters to the class and have the students write the occupations which correspond to each picture. (Match the occupations listed on the worksheet with each picture).
3. Teacher will summarize the material in the teacher information section and discuss the nontraditional occupation exercise.
4. Teacher will show the video "More Voices More Choices."
5. Students take quiz.

Instructional Outline:

Key Words and Definitions:

1. **Sex Bias:** Behaviors resulting from the assumptions that one sex is superior to the other.
2. **Sex Stereotyping:** Attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex.

3. **Sex Discrimination:** Any action which limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of their sex.

Procedure:

1. Place the ten numbered pictures/posters (portrait side first, not occupation side) on the chalkboard or around the room.
2. Hand out the worksheets entitled "Ten Occupations" to each student.
3. **Without prior discussion**, tell students: "The occupations on your worksheets represent those of the people in each picture. Match the pictures to the occupations by putting the picture number in the blanks next to the occupation on the worksheet. There is only one person in each occupation. Do you have any questions?" Give the students 3-5 minutes to complete this activity.
4. After the students have completed their worksheets, turn over the posters and present the corresponding occupation for each person. Have the students score their worksheets by placing a check mark next to any incorrect match.
5. The teacher will discuss the activity from the Supplementary Teacher Information Section and the following questions:
   a. How did you decide what occupation belonged to each person? What was your criteria? (Sex; age; race; how they looked--masculine, feminine, "outdoorsy.")
   b. What does stereotyping mean? (To attribute behaviors, abilities, interests, values, roles, and occupations to a person or group of people on the basis of their sex or race.)
   c. Which occupations have traditionally been stereotyped as female occupations? (Secretary, child care workers, cosmetologist, nurse. Have students list others, even though they are not represented by a picture.)
   d. Which occupations have traditionally been stereotyped as male occupations? (Welder, forklift operator, industrial arts teacher, police officer, telephone line technician. List others not represented by a picture.)
   e. Why do people stereotype? (We think first of the things we are used to seeing.)
   f. How do you think stereotypes developed about which occupations belong to men and women? (Until recently, men have held the majority of jobs because they have been the primary provider. Society and parents taught that certain jobs were suitable only for certain genders.)

g. Where do we learn to stereotype people in occupations on the basis of their sex? (Peers, family, media.)

h. How might sex stereotyping influence your career? (Through direct and indirect pressure from society, family, and friends, we may never even consider nontraditional jobs.)

i. What happens when we think and act only in stereotypes when we are looking at a career? (We limit our choices, and we don't see the whole range of possibilities for ourselves.)

j. How might sex stereotyping influence your choice of school classes? (Shop, advanced math, and advanced science have traditionally been male-filled classes; whereas, home economics, typing, and dance are traditionally female-filled classes. We may not be comfortable in a class that contains too many members of the opposite sex. It may be thought of as not masculine or feminine by our friends and family if we are in nontraditional classes.)

k. How could girls taking advanced science and math classes widen their career opportunities? (Most professional occupations; i.e., physician, scientist, engineer, CPA, require advanced math and science courses at the high school level.)

l. How could a boy taking advanced business classes or home economics widen his career opportunities? (He would have a wider range of opportunities from which to choose.)

m. How do you think each of the people pictured uses a math, science, or high-tech background in her/his occupation? (They use instruments, computers, health care information from biology, anatomy, etc.)

n. What is your first stereotyped idea about a technology/industrial arts teacher? (Working in wood or metal.) Why is this idea out-of-date? (Industrial arts now includes computer graphic design, robotics, working with lasers, etc.)

o. What is a stereotyped idea about a secretary? (Typing on a typewriter.) Why is this idea out-of-date? (Most secretaries now work on computers.)

p. Do you think stereotypes are good or bad? Why? (Accept students' opinions.)

q. How can you change your own stereotype thinking? (Look at people as individuals; do not group them together as being the same way because they are men or women. Look at occupations as being available and possible for everyone.)

   r. How can you change your own stereotype behavior? (By not doing something just because it is expected that girls or boys act that way; feel free to follow what you really want to do.)

6. Show the video, "More Voices More Choices."

7. Have ten girls stand in front of the room and tell the class that these girls represent all the adult women in the United States.

   a. Have four girls return to their seats. Tell the class these four girls represent the percentage of women who are married, but still work a majority of their lives outside of the home.

   b. Have three girls return to their seats. Ask the class "What is the next largest group of working women? (Women who get divorced and re-enter or enter the work force.) These represent single parent families.

   c. Have one girl sit down. This girl represents widows who enter the work force after their husbands pass away.

   d Have one girl sit down. Who does this girl represent? (She represents females who never marry and work their entire adult life.)

   e. Have the final girl return to her seat. Who does she represent? (This is the one in ten females who never has to work out of the home as an adult.)

8. Conduct a discussion on the importance of females preparing for an occupation and males considering whether their future wife could support the family if they were disabled.

9. Students take "Gender Stereotyping" Quiz.

Evaluation(s):

Evaluation should be based on the students completing the worksheets and participating in the discussion. For quiz credit, students should answer 5 of 8 questions correctly.

Additional Resources:

For additional information and activities on gender equity in vocational occupations, see the VOTE (Vocational Opportunity Through Equity) materials available from:

Equity Specialist
Applied Technology Education Services
Utah State Office of Education
250 East 500 South
Salt Lake City, Utah 84111

Answer Key(s):

"Gender Stereotypes" Quiz

1. B
2. C

3. C
4. E

5. A
6. E

7. A
8. C

KEY: GENDER STEREOTYPES IN OCCUPATIONS

8	Forklift Operator
6	Secretary
10	Technology/Industrial Arts Teacher
2	Registered Nurse
9	Cosmetologist
3	Telephone Line Technician
7	Surveyor
1	Welder
4	Child Care Teacher
5	Police Officer

Name: ______________________

Teacher: ______________________

Period: ______________________

Date: ______________________

TEN OCCUPATIONS WORKSHEET

_____	Forklift Operator	_____	Telephone Line Technician
_____	Secretary	_____	Surveyor
_____	Technology/Industrial Arts Teacher	_____	Welder
_____	Registered Nurse	_____	Child Care Teacher
_____	Cosmetologist	_____	Police Officer

10 Possible Correct	-	_____ Number Missed	=	_____ Number Correct

Name: ________________________

Teacher: ______________________

Period: _______________________

Date: _________________________

GENDER STEREOTYPES QUIZ

1. Which of the following occupations is traditionally a female occupation?

   a. Police officer.
   b. Elementary school teacher.
   c. Electrician.
   d. Chemist.
   e. Doctor.

2. "Sex Stereotyping" is best described as:

   a. An assumption that one sex is superior to another.
   b. Limiting or denying opportunities to a person because of their sex.
   c. Attributing behaviors or roles based upon a person's sex.
   d. A belief that sexes should be treated equal.
   e. A belief that certain sexes are better at certain jobs.

3. What high school class would probably contain the fewest females?

   a. Homemaking.
   b. English.
   c. Advanced chemistry.
   d. Social studies.
   e. Literature.

4. In what occupation would you most likely find a man employed?

   a. Social worker.
   b. Secretary.
   c. Florist.
   d. Nurse.
   e. Truck driver.

5. The most likely place to see sex stereotypes in the school setting is in:

   a. Drill team.
   b. English classes.
   c. Social studies classes.
   d. Driver education classes.
   e. Spanish club.

6. What is the least likely source for maintaining sex stereotypes?

   a. Television programs.
   b. Family, friends. and relatives.
   c. Movies and books.
   d. Magazine advertisements.
   e. Lawsuits for sex discrimination.

7. Sex discrimination is most clearly seen in:

   a. Paying one sex less than the other for the same work.
   b. A large company hiring an exact quota of males and females.
   c. Hiring a person who is best qualified for a job regardless of sex.
   d. Paying every worker the same regardless of their sex.
   e. Providing separate rest rooms for males and females.

8. What statement shows the greatest sex bias?

   a. "Girls learn to read quicker than boys."
   b. "Boys are better at math than girls."
   c. "Boys are better than girls."
   d. "Boys are stronger than girls."
   e. "Girls mature faster than boys."

COOPERATION

ACTIVITY 11

Time Period:

50 minutes

Objective/Goal:

The students will understand the importance of cooperation in school and the workplace.

Supplementary Teacher Information:

The cooperation that students experience at school with teachers and peers is very similar to interactions they will have in the workplace with their supervisors and coworkers. Learning to cooperate with students and coworkers helps us to be happier and more productive at school and work. School has many similarities to the workplace. For example, at school we have rules. Broken rules result in negative consequences; obeyed rules bring rewards and success. The workplace has similar consequences for positive and negative behavior.

At school we assume different roles such as student body officers, athletes, musicians, club members, students, and others. At work there are supervisors, managers, secretaries, technicians, skilled and unskilled workers, and numerous other roles. Each person has a role which is essential to the finished product or service the business offers. All roles are important.

Equipment and/or Supplies:

1. Newspapers (optional: straws instead of newspapers).
2. Masking tape.
3. Tape measure.
4. Six candy bars (optional).

List of Activities:

1. Read or review the Supplementary Teacher Information Section and Key Words.

2. Students do the Newspaper Tower Activity.

3. Teacher asks questions and directs a discussion on what was learned.
4. Teacher gives test to reinforce activity.

Instructional Outline:

__Key Words and Definitions__:

Cooperation: Working out individual differences while working toward a common goal.

Communication: Verbal and non-verbal language.

Leader: A person who is chosen or evolves to take charge of a group.

Role: A function a person has in a group.

Competition: The act of competing.

__Procedure__:

Tower Building Activity:

1. Divide the class into groups of 5 or 6 students. Assign each group an area in the room where they can build their tower. Chairs may need to be moved to have adequate work space. Give each group exactly 72 inches of masking tape and 2 full sheets of newspaper.

2. When the groups are in place, read the directions.

   __DIRECTIONS__: Your groups represent architectural firms that have made the final list of firms competing to design the world's tallest office complex. The corporation building the office complex cannot decide which firm to hire; they have decided the winner of a group competition will be awarded the contract. Each group will have exactly 15 minutes to build the tallest free-standing tower possible using only 72 inches of masking tape and 2 full sheets of newspaper. The tower must be free-standing and cannot be taped to the ceiling, floor, or supported in any way.

3. When 15 minutes are up, measure each group's tower. The tower __must__ stand by itself for 10 seconds before measurement. The group with the tallest tower receives the design contract for the world's tallest office complex. (**__Optional__**: Give each member of the winning group a candy bar. This will actively facilitate the discussion of cooperation and competition.)

4. Have students return to their regular classroom seats and conduct a discussion about their experience and how it relates to the workplace.

5. Questions and discussion items:

   a. Why was cooperation important in building the tower?
   (It provides differing ideas for building the tower. It takes several people to construct the tower.)
   How is cooperation used in the workplace?

   b. Did a member of your group emerge as a leader? Was this done through group consensus or did a leader just naturally emerge? Were there conflicts regarding who emerged as a leader? Did more than one person evolve as the leader? Why are leaders essential in business?

   c. What roles emerged in your group? Did one person manage the newspaper and tape? Did some people refuse to participate? Why? Was one person overly critical of others' ideas? What are some roles in the workplace?

   d. What effect did the competitive nature of the activity have on your group? When your group saw that it didn't have the tallest tower, how did you feel? Is competition helpful or detrimental at school and in the workplace? How has competition made certain countries more productive than others?

   e. What impact does the individual have on the group related to productivity?

   f. How much communication did your group use before and while building your tower? How would this activity differ if you were not allowed to communicate orally? What are forms of non-verbal communication? Were any of these used in today's activity?

6. Students take Cooperation Quiz.

Evaluation(s):

Activity evaluation is to be based on participation. For quiz credit, students should answer 3 of 5 questions correctly.

Answer Key:

"Cooperation" Quiz

1. D
2. C

3. B
4. E

5. A

Name: ____________________
Teacher: ____________________
Period: ____________________
Date: ____________________

COOPERATION QUIZ

1. The word that best describes how people work out their differences while working toward a common goal is:

    a. Communication.
    b. Love.
    c. Understanding.
    d. Cooperation.
    e. Emotion.

2. What word describes the use of verbal and nonverbal language between people?

    a. Cooperation.
    b. Understanding.
    c. Communication.
    d. Emotion.
    e. Speech.

3. When a group is working toward a common goal, it is usually important for someone to emerge as the:

    a. Performer.
    b. Leader.
    c. Worker.
    d. Member.
    e. Follower.

4. When a group is trying to solve a problem, it is important for all group members to:

    a. Be patient.
    b. Participate.
    c. Have input.
    d. Use good social skills.
    e. All of the above.

5. A word that is often used to describe each person's function in a group is:

    a. Role.
    b. Identity.
    c. Responsibility.
    d. Purpose.
    e. Participant.

WORK RELATIONSHIPS

ACTIVITY 12

Time Period:

50 minutes

Objectives/Goals:

1. The students will identify and explain the rewards that may be gained from work.
2. By completing the worksheets and participating in class discussion, the students will give examples of work habits and attitudes common to school and work sites.

Supplementary Teacher Information:

People work for several reasons:

MONEY to provide for their needs and wants (economic reasons).

CONTACT with people for the feeling of belonging (social reasons).

SELF-ESTEEM which comes from self-respect and pride in doing something well (psychological reasons).

SATISFACTION from seeing the result of their efforts.

CONTRIBUTION TO SOCIETY by helping to make the world a better place to live.

POWER -- the need to dominate others.

Some students think their future jobs will be different from school, but actually there is very little difference. An employer will expect about the same things that teachers expect. The big difference is that an employer can dismiss the employee for any one of many reasons. The most important factor in school and in on-the-job success is the person's attitude (feelings about people and life).

Equipment and/or Supplies:

"Your Attitude is Showing" worksheets.

List of Activities:

1. Teacher conducts discussion on why people work.
2. Students complete the worksheets.
3. Teacher discusses the worksheets.
4. Teacher directs a discussion on being a good worker.
5. Students take quiz.

Instructional Outline:

Key Words and Definitions:

Work: Purposeful activity. Work produces something of value for the worker and/or other people. People may or may not be paid for their work.

Procedure:

Activity 1:

1. Every job has some contribution to society by making life a little easier or more rewarding for all. List on the chalkboard or overhead projector the following jobs:

    Bank Workers
    Building Custodians

    Construction Machine Operators
    Factory Workers

    Medical Assistants
    Teachers

    Plumbers
    Police Officers

    Truck Drivers
    Welders

    Waiters
    Doctors

2. Have students list the contributions that each job makes to society. (goods, services, money)
3. Teacher directs a discussion on the students' responses.

Activity 2:

1. Distribute worksheet, "Your Attitude is Showing."
2. Have students complete worksheets.

3. Have students compare or list positive and negative attitudes from results of the worksheets.

Activity 3:

1. What traits represent a "poor" worker?
2. List on the chalkboard or overhead projector the following rules of work:

   IMPORTANT RULES OF WORK

   1. Always be on time for work.
   2. Be willing to learn.
   3. Be willing to work hard.
   4. Keep your desk or place of work clean.
   5. Do not gossip or be a troublemaker.
   6. Do not be dishonest or cheat.
   7. Do not be careless or lazy.
   8. Follow the rules.
   9. Use good manners at all times.
   10. Keep yourself neat and clean.
   11. Be happy, cheerful, and helpful.
   12. Take pride in your job.

3. Teacher reviews the rules with the students and compares them with school rules.
4. Students take "Work Relationships" Quiz.

Evaluation(s):

Evaluation should be based on the students' completion of the "Your Attitude is Showing" worksheets and participation in class discussion. For quiz credit, students should answer 17 of 25 questions correctly.

Answer Key(s)

"**Work Relationships**" Quiz

1. C
2. B

3. A
4. E

5. C
6. G, P, G, P, G, G, P, G, P, P

7. T, F, T, T, F, F, T, T, T
8. D

YOUR ATTITUDE IS SHOWING

1. G
2. G

3. P
4. P

5. G
6. P

7. G
8. P

9. G
10. G

11. P
12. G

13. G
14. G

15. P
16. G

17. P
18. P

19. P
20. G

21. P
22. G

23. P
24. G

25. P
26. P

27. G
28. G

29. G
30. P

31. G
32. P

33. P
34. P

35. P
36. P

37. P
38. G

39. G
40. P

41. P
42. P

43. P
44. G

45. G
46. G

47. P
48. P

49. G
50. P

Name: ____________________

Teacher: ____________________

Period: ____________________

Date: ____________________

YOUR ATTITUDE IS SHOWING WORKSHEET

The following list of things tells about either a poor worker or a good worker. Place a "P" before a statement that tells about a "POOR" worker. Place a "G" before a statement that tells about a "GOOD" worker.

1. _____ Does his/her best.
2. _____ Works hard.
3. _____ Is often absent.
4. _____ Poor manners.
5. _____ Is pleasant.
6. _____ Talks too much.
7. _____ Is responsible.
8. _____ Is a clock-watcher.
9. _____ Is cheerful.
10. _____ Takes constructive criticism.
11. _____ Becomes angry easily.
12. _____ Proud of his/her work.
13. _____ Keeps busy.
14. _____ Does extra work.
15. _____ Is a fault-finder.
16. _____ Is willing to learn.
17. _____ Has a quick temper.
18. _____ Is careless.
19. _____ Is messy.
20. _____ Dresses correctly.
21. _____ Shows off.
22. _____ Obeys rules.
23. _____ Gives excuses.
24. _____ Follows safety rules.
25. _____ Ridicules others.
26. _____ Fakes being sick.
27. _____ Is a happy person.
28. _____ Is courteous.
29. _____ Listens to directions.
30. _____ Tells dirty jokes/stories.
31. _____ Finishes work on time.
32. _____ Gossips about others.
33. _____ Likes to argue.
34. _____ Not neat.
35. _____ Is a troublemaker.
36. _____ Leaves work early.
37. _____ Takes long work breaks.
38. _____ Is interested in work.
39. _____ Keeps work area clean.
40. _____ Does as little as possible.
41. _____ Is the work place clown.
42. _____ Teases other workers.
43. _____ Plays jokes on other workers.
44. _____ Keeps tools neat and clean.
45. _____ Gives praise to others.
46. _____ Is helpful to others.
47. _____ Laughs at mistakes of others.
48. _____ Does not follow orders.
49. _____ Keeps his/her mind on work.
50. _____ Does not do fair share.

Name: ____________________

Teacher: ____________________

Period: ____________________

Date: ____________________

WORK RELATIONSHIPS QUIZ

1. The word that best describes the regard a person has for people or things is:

   a. Qualifications.
   b. Value.
   c. Attitude.
   d. Belief.
   e. Feeling.

2. Which of the following is a characteristic of a good student or worker?

   a. Becomes angry easily.
   b. Pays attention.
   c. Is a fault finder.
   d. Is careless.
   e. Disobeys rules.

3. Which of the following is a characteristic of a poor worker?

   a. Is messy.
   b. Has good manners.
   c. Is willing to learn.
   d. Follows orders.
   e. Finishes work on time.

4. People work for the following reason(s):

   a. Money.
   b. Contribution to society.
   c. Power.
   d. Contact with people.
   e. All of the above.

5. The same attitudes, relationships, and study habits that make you successful at school:

   a. Are dissimilar to those needed in the workplace.
   b. Will be useless in the workplace.
   c. Will help you succeed in the workplace.
   d. Are not helpful in the workplace.
   e. Are exactly the same as those in the workplace.

6. The following list of things or attitudes describes a poor worker or a good worker. Place a "P" before a statement that tells about a poor worker. Place a "G" before a statement that tells about a good worker.

_______ Is neat.
_______ Likes to complain.
_______ Is happy.
_______ Teases others.
_______ Practices good grooming.
_______ Hard worker.
_______ Frequently absent from work.
_______ Is polite.
_______ Is messy.
_______ Is careless.

7. Circle "T" if the statement is true, or circle "F" is the statement if false.

T F By working, adolescents learn that work is an important and necessary part of life.

T F Work does not teach a student social skills or how to get along with others.

T F Work teaches a student to be responsible and productive.

T F Work helps a student develop independence.

T F People are born with attitudes.

T F Your attitudes can't be changed.

T F Attitudes affect work performance.

T F People with positive attitudes are more enjoyable to be around than people with negative attitudes.

T F Your attitude toward school affects your grades.

8. Work can best be described as a purposeful activity that produces:

a. Wages or earnings.
b. Sweat.
c. Taxes for the government.
d. Something of value for the worker or other people.
e. A product that can be sold.

A DECISION IS EMOTION OR LOGIC

ACTIVITY 13

Time Period:

50 minutes

Objective/Goal:

The students will arrive at a definition of decision through group discussion. The students will know by completing worksheets that decisions can be based on logic or emotion.

Supplementary Teacher Information:

Everyone makes decisions. Decisions can be made individually or with assistance from others. The number of decisions one makes for personal affairs and for others increases with maturity and acceptance of responsibility.

Equipment and/or Supplies:

"Emotion or Logic" worksheets.

List of Activities:

1. Teacher conducts brainstorming exercise on defining "Decision."
2. Students complete "A Decision Is" activity.
3. Teacher conducts discussion on what happened in the activity.
4. Students complete "Emotion or Logic" worksheets.
5. Teacher conducts discussion on correct answers to the worksheet.
6. Students take quiz.

Instructional Outline:

Key Words and Definitions:

1. **Decision:** The action a person has taken or will take to meet goals.

2. **Emotion:** Any particular feeling used in the way people react to something without careful thinking.

3. **Logic:** Using facts in a natural order to make a decision.

Procedure:

1. Teacher writes the word "Decision" on the chalkboard. Students arrive at a group definition of the word "Decision" through the brainstorming technique. (Use the information that follows regarding brainstorming techniques.) Write the students' definition on the chalkboard.

   Note: Brainstorming is perhaps the most important single skill in the entire repertoire of personal growth activities. The conscientious use of brainstorming and adherence to the rules of brainstorming produce a versatile, creative, mind-expanding way of thinking. The rules should be reviewed often. It is a good idea to discuss the rationale for each rule with the class.

Brainstorming Rules

   a. Express no negative evaluation of any new idea presented.

   b. Work for quantity, not quality--the longer the list of ideas, the better.

   c. Expand on each other's ideas, piggyback, elaborate wherever possible.

   d. Encourage zany, far-out ideas.

   e. Record each idea, at least by a key word or phrase.

   f. Set a time limit and hold strictly to it.

2. Complete "A Decision Is" activity.

   Explain to the class that some choices will be read aloud. The directions are:

   "I will read both choices, and you are to decide which you prefer. I will then reread each choice. When your choice is read, raise your hand. For example, if I say, 'Which do you like best, country or rock music?' If you like rock music best, raise your hand when I say rock music."

These questions are examples only. The teacher may use any type of questions in this exercise.

" A DECISION IS"

Choice questions:	A		B
Which do you like best,	vanilla	or	chocolate ice cream?
Which do you prefer,	saving money	or	spending it?
Which do you like best,	math	or	English?
	science	or	social studies?
	art	or	music?
Which do you prefer,	taking risks	or	playing it safe?
	the country	or	the city?
	biking	or	hiking?
	camping	or	staying in motels?
	spring	or	fall?
	going to the zoo	or	going to the amusement park?

3. Discuss what happened in the "A Decision Is" activity.

   a. How many students had difficulty making choices? Why?

   b. What things make it hard to make decisions?

   c. Do you get much practice making decisions?

   d. Did your friends' choices influence your decision?

   e. Are there some decisions you make without thinking? Why?

4. Distribute worksheets entitled "Emotion or Logic" to the students.

5. Define emotion and logic for the students and read the directions to them.

6. Have students complete the "Emotion or Logic" worksheets.

7. Give the students the correct answers and discuss their responses.

8. Students take "A Decision Is Emotion or Logic" Quiz.

Evaluation(s):

Students are to be evaluated on completion of their "Emotion or Logic" worksheets and participation in the discussion. For quiz credit, students should answer 11 of 16 questions correctly.

Answer Key(s):

"A Decision is Emotion or Logic" Quiz

1. C
2. A

3. D
4. B

5.
    1. True
    2. False
    3. True
    4. False
    5. True
    6. True
    7. True
    8. False
    9. True
    10. False

6. A
7. C

"A Decision is Emotion or Logic" worksheet

1. E
2. E

3. E
4. E

5. E
6. L

7. L
8. L

9. E
10. L

Name: ______________________

Teacher: ____________________

Period: _____________________

Date: _______________________

A DECISION IS EMOTION OR LOGIC WORKSHEET

Directions: Many decisions are made based on emotions or feelings, and the outcome of the decision is never considered. The following students have made decisions. Some were made based on emotions; some on logic. If their decisions were based on emotion, circle the ♥. If the decisions were based on logic, circle the π.

♥ π 1. Sam is buying a new pair of jeans for the football game because he does not have a pair of designer jeans like his friends.

♥ π 2. Pat wants to be a carpenter, but Pat is not taking shop because Mr. Zukowski, the industrial arts teacher, is strict.

♥ π 3. All the good-looking boys take general mechanics. Susan has decided she will enroll in the class next semester.

♥ π 4. Elaine saw her boyfriend talking to a group of girls. When he calls tonight, she is going to have her mother tell him she is not home.

♥ π 5. Mr. Munson gave Gene a low grade on an essay paper. Gene has decided not to write the next essay assignment.

♥ π 6. Alex has taken a part-time job on the weekends. He has told his girlfriend to date other boys because he doesn't want her to sit home all weekend.

♥ π 7. David has had a German shepherd dog for three years; he is very attached to the pet. When his parents got a divorce, David moved to an apartment to live with his Mom. His dog has been sick, and the vet said it was due to the dog's being kept inside so much. David has made arrangements for another family who has a farm to take his dog.

♥ π 8. Joan has put off doing her term notebook until the night before it is due. She has decided to talk with her teacher and admit she did not complete the assignment because of poor planning.

♥ π 9. Linda has decided to drop her Spanish class because Ms. Garcia does not allow students to chew gum.

♥ π 10. A very bad thunderstorm has been predicted for the afternoon. James has canceled his swimming date with Fran.

Name: ______________________________

Teacher: ____________________________

Period: _____________________________

Date: _______________________________

A DECISION IS EMOTION OR LOGIC QUIZ

1. The action a person has taken or will take to meet a goal is a(n):

   a. Motive.
   b. Objective.
   c. Decision.
   d. Emotion.
   e. Thought.

2. The best decisions are those that are:

   a. Logical.
   b. Emotional.
   c. Impulsive.
   d. Popular.
   e. Unpopular.

3. Using facts in a natural order to make a decision is called:

   a. Consequence.
   b. Knowledge.
   c. Learning.
   d. Logic.
   e. Debate.

4. Any particular feeling used in a way in which you react to something without careful thinking is a(n):

   a. Impression.
   b. Emotion.
   c. Sensation.
   d. Response.
   e. Mood.

5. Answer the following statements "True" or "False" by placing a "T" for True or "F" for False on the line at the left.

________ 1. Parents and friends influence our decisions.

________ 2. The number of decisions we make decreases as we get older.

________ 3. As we accept responsibility, our decisions increase.

________ 4. Our likes and interests do not affect our decisions.

________ 5. Some decisions are made automatically without much thinking.

________ 6. Those things we prefer influence our decisions.

________ 7. Logical decisions are generally better than those based on emotion.

________ 8. Decisions need to be made alone.

________ 9. One decision you made today was whether or not to go to school.

________ 10. Your childhood career decisions are knowledgeable decisions.

6. The following school decision(s) will help in planning your career.

a. Choosing classes to meet your occupational goal.
b. Deciding whether or not to join the chess club.
c. Deciding whether or not to bring a sack lunch or buy school lunch.
d. What country to do your social studies report on.
e. All of the above.

7. What decision in the purchase of a car would most likely be based on emotion.

a. Monthly payments.
b. Gas mileage.
c. Color.
d. Resale value.
e. Insurance costs.

Decision Making

ACTIVITY 14

Time Period:

50 minutes

Objective/Goal:

The students will demonstrate an understanding of the decision-making process by using a decision-making model to solve a case study problem.

Supplementary Teacher Information:

Every day people are confronted with a number of decisions that need to be made. Some of the decisions are very important while others are not so important. "Do I want to wear a red shirt or a blue shirt?" "Should I take classes with my friends, or should I take classes that I really like?" "Can I trust my best friend with a problem that is bothering me?" "Should I look for a summer job?" "What in the world am I going to do after I graduate?" The students will learn a technique to help them in making decisions.

Equipment and/or Supplies:

1. Overhead projector.
2. Transparencies on decision making.

List of Activities:

1. Teacher presents the information section.
2. Teacher discusses a decision-making model using a set of transparencies.
3. Students use the decision-making model to solve a case study problem.
4. Teacher directs a discussion on what was learned.
5. Students take quiz.

Instructional Outline:

Key Words and Definitions:

Decision making: The process of finding a way to solve a problem.

Procedure:

1. Present the information from the Supplementary Teacher Information section.

2. Use the overhead projector to present the transparencies on the decision-making model. Read and explain.

   Transparencies:

   1. Definition of decision making.

   2. Step One: **"State the problem** or the decision that must be made." Gather information that relates to the problem. Describe the problem in a way that others clearly understand. Identify the results you would like to have.

   3. Step Two: **"Brainstorm possible solutions** to the problem." What are the possible alternatives. List as many solutions as feasible. Do not reject any solution at this point, no matter how extreme they may seem.

   4. Step Three: **Evaluate each possible solution** that was generated from the brainstorming activity." What might happen if I do each of these things? Will it solve the problem now, in the future, or just postpone it? Will the solution generate more problems? Is this the best solution so far? Why or why not? Ask these questions for each brainstormed solution. To evaluate the solutions, the students may want to list each solution and its good and bad points.

   5. Step Four: **"Choose the best solution and act upon it."** The solution chosen should be the one that solves the problem. Commit yourself to try the solution.

   6. Step Five: **"Follow-up the decision you make."** Did the solution work? Is the problem solved? If the solution did not solve the problem, repeat the decision-making process.

3. Distribute copies of the "Decision Making Case Study" to each member of the class.
   Note: The teacher may want to keep the decision-making model transparency on the screen.

Read the case orally and instruct the students to write their answers at the bottom of the worksheet. The students are to use all steps of the decision-making process in answering the questions. A possible alternative would be to have the students work in small groups on the case study.

4. After the students complete the "Decision Making Case Study," the teacher should discuss what was learned.

    a. What was the problem? (The students may state several different problems.)

    b. What are some of the solutions that were rejected? (This is the brainstorming portion of decision making, and no ideas should be discounted.)

    c. What were the outcomes to possible solutions that were rejected?

    d. What did you feel was the best solution? Why? (There will be several different opinions from the class. Do not discount these. This is only an introduction to decision making.)

    e. How would you accomplish the decision chosen?

    f. How would you evaluate the decision that you made? (Was Ann's problem solved or just postponed?)

    g. How would you use the decision-making process in your daily life? In planning for classes? In planning for a job or an occupation? In deciding whether you should work after high school, go to a vocational-technical school, or go to a college?

5. Students take "Decision Making" Quiz.

Evaluation(s):

Collect the case studies. Check to see if the students completed the exercise. For quiz credit, students should answer 5 of 8 questions correctly.

Answer Key(s):

"Decision Making" Quiz

1. E
2. B

3. C
4. D

5. B
6. B

7. E
8. D

Name: ____________________

Teacher: ____________________

Period: ____________________

Date: ____________________

DECISION MAKING CASE STUDY WORKSHEET

Directions: Read the case study and answer the questions.

Ann and Becky have been "best friends" since fourth grade when Ann moved to town. From that time until now, the eighth-grade girls have been in the same classes, had the same friends, and spent much of their free time together.

Recently, Ann has become quite concerned because she has been trying to reach a decision about her high school planning. Within a week, the eighth graders are to have a high school schedule for preregistration. After talking to the counselor, Ann is planning to enroll in advanced mathematics and advanced English. She would also like to try out for the girls' basketball team.

Becky, however, does not have the academic and athletic ability that Ann has. In fact, if it had not been for Ann's helping Becky with her homework the past year, Becky may have failed some classes. Becky, on the other hand, makes friends much easier than Ann does.

The girls have talked about their schedules, and Becky believes they will both take general mathematics and general English as well as the same PE class. Ann is afraid to tell Becky about her plans because there is no way Becky can do the academic work. Becky will need help with her work even in the general classes.

1. What is the problem?

2. List three possible solutions?

3. What would be the outcome for each solution?

4. What would be the best solution?

5. How would you accomplish the decision you chose?

6. How would you evaluate the decision you made?

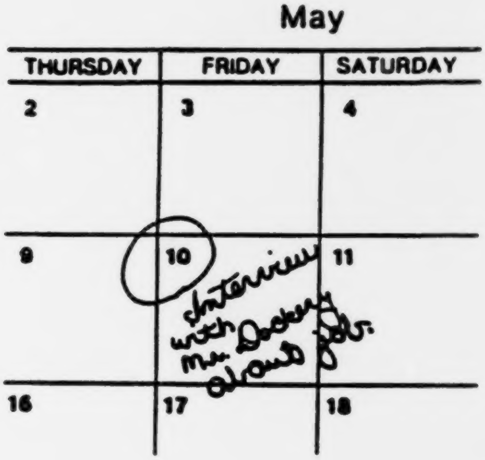
DECISION MAKING:

THE PROCESS
OF
FINDING A WAY
TO
SOLVE A PROBLEM.

STEP I

STATEMENT OF PROBLEM:

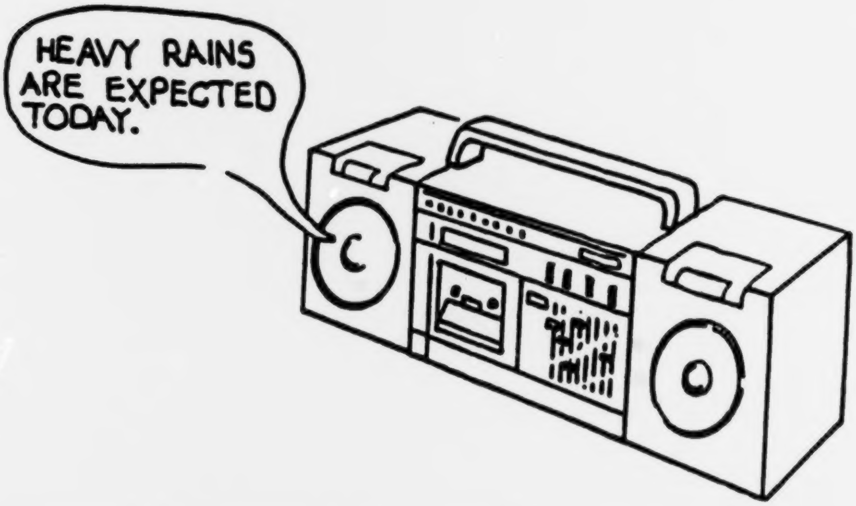
WHAT DO I WEAR?



May

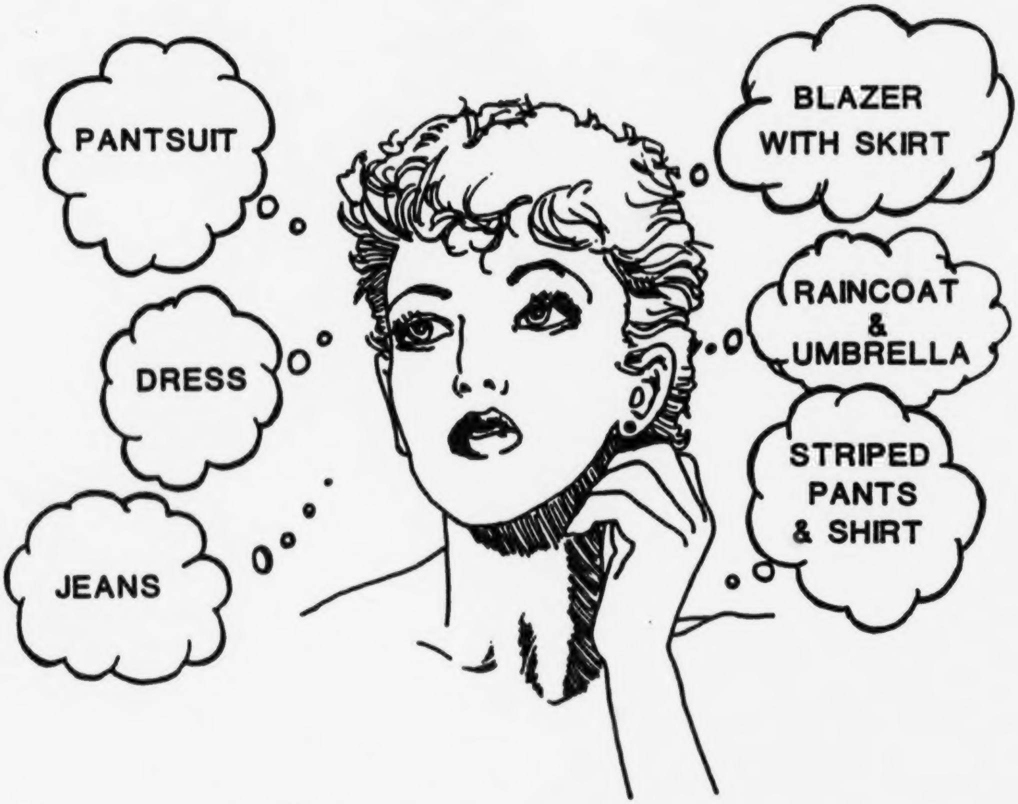
THURSDAY	FRIDAY	SATURDAY
2	3	4
9	10 Interview with Mr. Dockery about job.	11
16	17	18

GATHER DATA THAT RELATES TO THE PROBLEM


HEAVY RAINS ARE EXPECTED TODAY.

STEP II

"BRAINSTORM" POSSIBLE SOLUTIONS


PANTSUIT
DRESS
JEANS
BLAZER WITH SKIRT
RAINCOAT & UMBRELLA
STRIPED PANTS & SHIRT

REMEMBER : DO NOT REJECT ANY SOLUTIONS AT THIS POINT.

STEP III

EVALUATE EACH POSSIBLE SOLUTION

- WHAT WOULD BE THE OUTCOME IF YOU CHOSE THIS SOLUTION?

- WILL IT CREATE OTHER PROBLEMS?

- WILL IT BE THE BEST POSSIBLE SOLUTION?

STEP IV

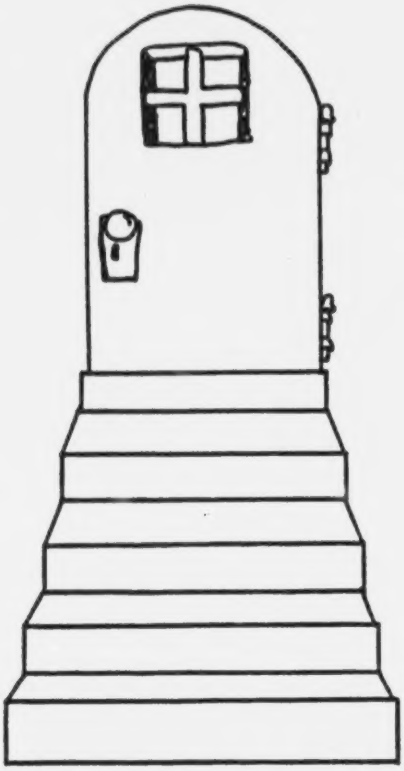
CHOOSE THE BEST SOLUTION AND ACT ON IT

STEP V

FOLLOW-UP THE DECISION

IF THE DECISION DOES NOT SOLVE THE PROBLEM THE WAY YOU WISH, REPEAT EACH STEP BEGINNING WITH STATING THE PROBLEM.

STEPS TO DECISION MAKING



FOLLOW-UP THE DECISION.

CHOOSE THE BEST SOLUTION AND DO IT!

EVALUATE EACH SOLUTION.

BRAINSTORM POSSIBLE SOLUTIONS.

STATE THE PROBLEM.

START CLIMBING HERE.

Name: ______________________
Teacher: ______________________
Period: ______________________
Date: ______________________

DECISION MAKING QUIZ

1. What is the best definition of decision making?

   a. The evaluation of all previous decisions.
   b. The discovery of all possible solutions.
   c. The technique of brainstorming.
   d. The gathering of information related to the problem.
   e. The process of finding a way to solve a problem.

2. What should you do if a decision you make doesn't solve your problem?

   a. Forget the problem; it isn't important.
   b. Repeat the decision-making process.
   c. Work backwards through the decision-making process.
   d. Clarify the problem.
   e. Seek out others who solve similar problems.

3. The following five basic steps of the decision-making process are in an incorrect order. What is the correct order?

Steps for Decision Making

1. Follow-up the decision.
2. State the problem.
3. Choose the best solution and do it.
4. Evaluate each solution.
5. Brainstorm possible solutions.

a. 2, 4, 5, 3, 1
b. 1, 3, 4, 2, 5
c. 2, 5, 4, 3, 1
d. 1, 5, 4, 2, 3
e. 4, 1, 2, 3, 5

4. The decision-making step that describes the problem in a way others clearly understand is:

   a. Brainstorm.
   b. Evaluate each solution.
   c. Follow-up the decision.
   d. State the problem.
   e. Choose the best solution and do it.

5. The technique for thinking about as many possible solutions as you can is called:

   a. Investigating.
   b. Brainstorming.
   c. Evaluating.
   d. Follow-up.
   e. Determination.

6. What is the best way to determine if a decision is successful?

   a. The problem is postponed.
   b. The problem is solved.
   c. The decision is complete.
   d. The decision is delayed.
   e. People say your decision is correct.

7. For what purpose(s) can the decision-making process be used?

   a. Choosing an appropriate career.
   b. Choosing classes for next year.
   c. Deciding what to wear to a school dance.
   d. Deciding what activities to do on the weekend.
   e. All of the above.

8. A student wants to attend a university after graduation from high school. She knows that universities require two years of foreign language in high school. She lives in the country and the small school she attends does not offer any foreign language classes. The first step of the decision-making process is to state the problem. What statement best represents step one?

   a. The student should move to a larger school.
   b. The student should take foreign language correspondence courses.
   c. The student should ask the principal to schedule foreign language next year.
   d. The student wants foreign language classes, but they are not offered.
   e. The student should ask a counselor at the university what she should do.

GOALS

ACTIVITY 15

Time Period:

50 minutes

Objective/Goal:

The students will be able to define goals and list their future goals.

Supplementary Teacher Information:

Type of Goals and Reasons for Setting Goals:

A goal is something that one wishes to do or accomplish. It may be a need, want, or desire. There are two types of goals: short-range and long-range. Examples of short-range goals are: passing a test, going to a dance, completing homework, and getting to a meeting on time. Examples of long-range goals are: graduating from high school, getting a job, getting married, and raising a family.

By setting goals, people clarify their needs and desires. A goal gives a person control rather than leaving things to happen by chance. Goals give direction and something to look forward to. The process of setting goals helps people plan their careers and personal lives.

The Seven Steps to Reaching Goals:

1. Decide what it is you want, need, or desire.
2. Think of what you want in terms of specific behavior. Example: I will attend Karate classes twice a week to become physically fit.
3. State your goal.
4. Think of things you can do to help reach your goal (specific behaviors).
5. Arrange the specific behavior needed to reach your goal in the order it needs to be completed.

6. Assign a reasonable period of time for the goal to be reached.

7. Decide whether your goal was reached as you planned.

Things to Remember About Setting Goals:

1. Setting goals that are unreachable will make you lose your motivation for reaching goals. (Example: A six-year-old boy stating that he will be a multi-millionaire by the time he is eight.)

2. Setting too many goals may make you feel confused.

3. Set realistic limits for achieving goals.

4. Revise and update goals as needs, wants, and desires change.

For a happier life, career goals should be matched to one's personal goals. Know what type of lifestyle is desired. (Where you want to live, amount of money required for wants and needs, and hours you want to spend for leisure time activities.) For example: Theresa's personal goal is to spend as much time as possible with her family; her career goal is to be a doctor. Knowing that a doctor works long hours, would Theresa's personal and career goals match?

Equipment and/or Supplies:

1. Overhead projector.

2. Transparencies.

3. "Can You Tell the Difference" worksheets.

4. "Planning Your Life Goals" worksheets.

List of Activities:

1. Teacher conducts discussion introducing goals.

2. Students complete "Can You Tell The Difference?" worksheets.

3. Teacher conducts discussion on how to set goals.

4. Students complete "Planning Your Life Goals" worksheets.

5. Students take quiz.

Instructional Outline:

Key Words and Definitions:

1. **Goal:** Something a person wishes to do. It may be a need, want, or desire.
2. **Short-range goal:** Something a person wishes to do which can be done in a time period ranging from the present moment up to one year.
3. **Long-range goal:** Something a person wishes to do which can be done in a time period ranging from one year to a lifetime.
4. **Specific behaviors:** Those things a person does to reach a goal.
5. **Realistic:** Facing facts. Those things that can be done.

Procedure:

1. Teacher conducts a discussion introducing goals. Use key words and teacher information section titled "Types of Goals and Reasons for Setting Goals." Use transparencies TM-1 and TM-2 in the discussion.
2. Teacher distributes "Can You Tell The Difference?" worksheets.
3. Students complete the worksheets.
4. Teacher gives the worksheet answers. Teacher should check to see if the students understand the concept. If students answered the majority of the questions correctly, it may be assumed that students have sufficiently mastered the concepts. Discuss any goal statements that the majority of the students missed.
5. Teacher conducts discussion on the importance of setting goals and the steps for reaching goals. Use the Supplementary Teacher Information section titled "Steps to Reaching Goals" to conduct the discussion. Use the transparencies TM-3, TM-4, and TM-5 in the discussion.
6. Teacher distributes "Planning Your Life Goals" worksheets. (Leave transparency TM-5 visible while students complete worksheets.)
7. Students complete worksheet.
8. Students take quiz.

Evaluation(s):

Students should complete worksheets and participate in class discussion. For quiz credit, students should answer 12 of 17 questions correctly.

Answer Key(s):

"Goals" Quiz

1. B
2. B

3. E
4. C

5. C
6. A

7. D
8. S, L, S, L, L, L, L, S, S, S

CAN YOU TELL THE DIFFERENCE? WORKSHEET

1. L
2. S
3. S
4. S
5. L
6. S
7. S
8. L
9. L
10. S
11. S
12. S
13. S
14. L
15. S
16. L
17. S
18. S
19. S
20. L

Name: ______________________

Teacher: ______________________

Period: ______________________

Date: ______________________

CAN YOU TELL THE DIFFERENCE?

WORKSHEET

Directions: After reading each goal statement, circle "S" if it is a short-range goal, or circle "L" if it is a long-range goal.

S L 1. In ten years, I will have finished my education and will be working as a computer technician.

S L 2. I will clean my room Saturday morning.

S L 3. In next Friday night's game, I will rush 75 yards.

S L 4. By the end of the term, I will have raised my English grade to an A.

S L 5. I will save $1,000 by the time I finish high school.

S L 6. I will not chew gum in any of my classes this semester.

S L 7. I will put $5 in the bank each week so I can go to the concert next month.

S L 8. By age 55, I shall have retired.

S L 9. Two years from now, I will take metal trades so I can become a welder.

S L 10. I will attend school every day so I can obtain a perfect attendance certificate.

S L 11. I will practice gymnastics two hours each night so I will be able to make the team next month.

S L 12. By the end of the month, I will have lost 10 pounds.

S L 13. Tomorrow, I will say three positive things to my friends.

S L 14. I will go to Texas A & M so I can become a veterinarian.

S L 15. In order to have my research paper completed by next week, I will write three pages each day.

S L 16. After retiring from the military service at age 40, I will sell real estate.

S L 17. For a week, I will not talk about other people or waste time gossiping.

S L 18. I will take typing next semester and learn to type 30 words per minute.

S L 19. By the end of this semester, I will learn to use the Apple computer our school has just purchased.

S L 20. I will be married before I am 30.

Name: ___________________________
Teacher: _________________________
Period: __________________________
Date: ____________________________

PLANNING YOUR LIFE GOALS WORKSHEET

Directions: By stating your goals for the future, you will begin to develop ideas concerning your career plans. By having your goals clearly in mind, you can decide how important each of these goals is to you. By setting goals, you also begin to plan steps for achieving them. Write your own goals for each of the following categories:

A. **Work Goals**: What kind of occupation do you want to have?

B. **Personal Relationship Goals**: What kind of relationships do you want with your friends, parents, co-workers, and others? For example, do you want to be married? Do you want to have children? How many close friends do you want?

C. **Non-Work Goals**: What types of free time activities do you want to pursue? What interests do you want to develop? What kinds of vacations do you want to take?

D. **Learning Goals**: What would you like to know more about? What skills do you want to develop?

TWO TYPES OF GOALS

SHORT RANGE GOALS – Something you wish to do which can be done in a time period ranging from the present moment up to one year.

LONG RANGE GOALS – Something you wish to do which can be done in a time period ranging from one year through a lifetime.

WHAT IS A GOAL?

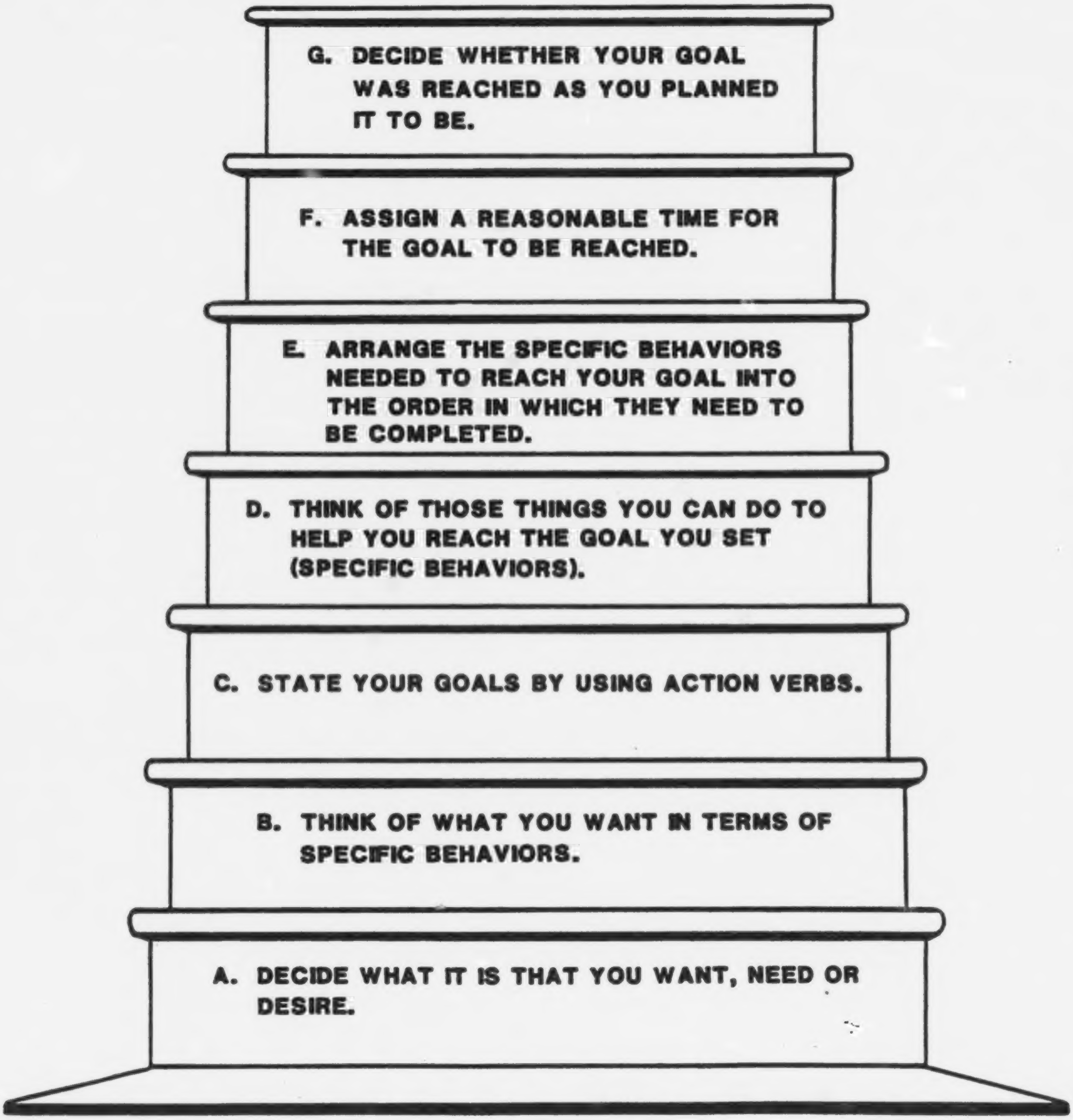
GOAL-

Something you wish to do- a need, want, or desire.

GOALS
GIVE YOU CONTROL
RATHER
THAN LEAVING
THINGS TO CHANCE.

STEPS FOR REACHING GOALS

DECIDE WHAT YOU WANT, NEED, OR DESIRE.



G. DECIDE WHETHER YOUR GOAL WAS REACHED AS YOU PLANNED IT TO BE.

F. ASSIGN A REASONABLE TIME FOR THE GOAL TO BE REACHED.

E. ARRANGE THE SPECIFIC BEHAVIORS NEEDED TO REACH YOUR GOAL INTO THE ORDER IN WHICH THEY NEED TO BE COMPLETED.

D. THINK OF THOSE THINGS YOU CAN DO TO HELP YOU REACH THE GOAL YOU SET (SPECIFIC BEHAVIORS).

C. STATE YOUR GOALS BY USING ACTION VERBS.

B. THINK OF WHAT YOU WANT IN TERMS OF SPECIFIC BEHAVIORS.

A. DECIDE WHAT IT IS THAT YOU WANT, NEED OR DESIRE.

THINGS TO REMEMBER

A. Setting goals that are unreachable will only make you lose your motivation for reaching other goals.

B. Setting too many goals may make you confused.

C. Set realistic limits for achieving goals.

D. Revise and update your goals as your needs, wants and desires change.

Name: ______________________

Teacher: ______________________

Period: ______________________

Date: ______________________

GOALS QUIZ

1. The word that best describes something you wish to accomplish is a:

   a. Motive.
   b. Goal.
   c. Desire.
   d. Need.
   e. Want.

2. A short-range goal is something that can be done in a time period ranging from:

   a. The present to one month.
   b. The present to one year.
   c. The present to five years.
   d. One year to a lifetime.
   e. None of the above.

3. Which of the following is a short-range goal?

   a. I will be a millionaire before I am 18.
   b. I will retire at age 55.
   c. I will get my masters degree in botany.
   d. I will join the military after graduation.
   e. I will pass all my classes this term.

4. What is the first step in reaching a goal?

   a. State your goal.
   b. Think of the behaviors that will help you reach your goal.
   c. Decide what it is you want, need, or desire.
   d. Arrange the specific behaviors in the order the need is to be completed.
   e. Assign a time for your goal to be reached.

5. A long-range goal is best described as something that can be done in a time period ranging from:

   a. The present to one year.
   b. One year to five years.
   c. One year to a lifetime.
   d. The present to six months.
   e. Six months to one year.

6. Which of the following is a long-range goal?

   a. Graduate from high school.
   b. Plan your summer vacation.
   c. Invite friends to your birthday.
   d. Get an "A" in English this year.
   e. Learn to wind surf in two months.

7. There are four things that should be remembered about setting goals. Which of the following is not one of these?

   a. Set reachable goals.
   b. Do not set too many goals.
   c. Set realistic goals.
   d. A reward should accompany each goal.
   e. Revise and update goals as needed.

8. After reading each goal statement, circle "S" if it is a short-range goal or "L" if it is a long-range goal.

S L 1. I will go to the school dance this Saturday.
S L 2. I will retire at 55.
S L 3. I will attend school every day this year.
S L 4. I will attend a university and become a lawyer.
S L 5. I will collect stamps after I retire.
S L 6. After college, I want to move to Alaska.
S L 7. I will be rich by the time I reach 21.
S L 8. I will lose 10 pounds before Christmas.
S L 9. I will take a type class next semester or term.
S L 10. I will go to a concert next month.

OCCUPATIONAL INFORMATION

ACTIVITY 16

Time Period:

25 minutes

Objective/Goal:

The students will know how to use the Occupational Outlook Handbook (OOH) by listing information on a worksheet.

Supplementary Teacher Information:

There are two general sources of information about occupations: printed materials and non-print sources. Make use of both kinds of sources to collect information. Remember, at this stage decisions are not to be made. Collect information. The more knowledge collected, the better will be one's ability to evaluate alternatives.

Print Sources of Occupational Information:

1. U.S. Department of Labor publications and bulletins.
2. State, county, and local government civil service bulletins.
3. Publications of trade associations, labor unions, educational institutions, large companies, and professional societies.
4. Magazines, books, and brochures available in school guidance offices and public libraries.
5. Computer guidance programs.

The Occupational Outlook Handbook (OOH) is a very useful information resource. The OOH is published every other year by the Bureau of Labor Statistics of the Department of Labor. The OOH contains current information on many occupational titles and employment trends. The kinds of information published for each occupational title are:

1. Nature of the Work.
2. Working Conditions.
3. Employment.

4. Training, Other Qualifications, and Advancement.
5. Job Outlook.
6. Earnings.
7. Related Occupations.

Non-print Sources of Occupational Information:

There also are a number of non-print sources available. Two of the best sources are:

1. School Counselors.
2. Family, friends, and neighbors.

As students progress through school, they will have one or more counselors. Counselors' values lie in their ability to discover meaningful information about students and relate that information to specific academic needs.

A readily available source of occupational information is right at home. Families and friends may be able to give valuable information about a number of occupations. Personal contacts frequently serve as sources of firsthand personal experiences in various jobs.

Equipment and/or Supplies:

1. Student Handouts.

2. Occupational Outlook Handbooks.

3. "Learning to Use The OOH" worksheets.

List of Activities:

1. Teacher should discuss why and how to use career resources.

2. Teacher should discuss how to use the OOH.

3. Students complete activity on the OOH.

4. Students take quiz.

Instructional Outline:

Key Words and Definitions:

OOH: Occupational Outlook Handbook.

Procedure:

1. Teacher discusses the need to know and use career resources. (As students become aware of different occupations, they will want to know more about them. Knowing the type of information each resource provides will save time.)

2. Teacher distributes "Learning to Use the OOH" worksheets. The teacher may reproduce the page on computer service technicians from the OOH for every student; or if the teacher has enough OOH copies for two or three students, this assignment may be done in small groups.

3. Teacher explains how to do the worksheets and answers questions.

4. Students complete worksheets.

5. Teacher reviews worksheet answers with the class.

6. Students take Occupational Information Quiz. (Make sure Forestry Technicians Quiz Supplement is included with quiz.)

Evaluation(s):

Students are to be evaluated on their completion of worksheets. For quiz credit, students should answer 5 of 7 questions correctly.

Answer Key(s):

"Occupational Information" Quiz

1. C
2. B

3. A
4. C

5. C
6. C

7. D

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ANSWER KEY TO THE OCCUPATIONAL OUTLOOK HANDBOOK Worksheet

1. About 128,000.
2. Most were employed by wholesalers of computers and other office equipment.
3. Computer installations generally run around the clock; and working time lost because a computer breaks down can be very expensive.
4. Employment of computer and office machine repairers is expected to grow much faster than the average for all occupations through the year 2000.
5. In large cities.
6. $25,300.
7. Most employers require applicants for technician jobs to have one to two years of post-high school training in basic electronics or electrical engineering.
8. A high school student interested in becoming a computer service technician should take courses in mathematics and physics. High school courses in electronics and computer programming are also helpful.
9. For general information on careers in computer maintenance, contact the personnel department of computer manufacturers and computer maintenance firms in your area.
10. The Utah State Office of Education.

Note to teachers: Answers may change as new OOH editions are printed. Answers are from 1990-1991 edition, pages 335-337.

Name: ____________________
Teacher: ____________________
Period: ____________________
Date: ____________________

LEARNING TO USE THE OCCUPATIONAL OUTLOOK HANDBOOK

Worksheet

Directions: The Occupational Outlook Handbook is the most widely used source for the outlook of careers. To gain practice in locating specific information in the Occupational Outlook Handbook, use the information about computer and office machine repairers to answer the following questions:

1. About how many persons worked as computer and office machine repairs in 1988?

2. Who employed 3 out of 4 computer and office machine repairers?

3. Why must repairers be available to make emergency repairs at any time, day or night?

4. What is the outlook for computer and office machine repairers?

5. Although even relatively small communities have one or two repair shops, where do most repairers work?

6. What was the median (average) salary for a computer and office machine repairer in 1988?

7. How much education do most employers require for technician jobs dealing mainly with computer equipment?

8. What courses should a high school student take who is interested in becoming a computer service technician take?

9. For general information on careers in computer maintenance, whom should you contact?

10. Who can give you information on available schools for computer service technicians?

NOTE: "Computer and Office Machine Repairers" is located on pages 335-337 in the 1990-91 edition of the Occupational Outlook Handbook.

Name: ____________________

Teacher: ____________________

Period: ____________________

Date: ____________________

OCCUPATIONAL INFORMATION QUIZ

DIRECTIONS: Choose the best answer and place the letter in the space provided.

1. Which of the following is the best source of occupational information? _______

   a. Your textbook.
   b. Dictionary.
   c. Occupational Outlook Handbook.
   d. Teacher.
   e. Your peers.

2. Your most readily available source of occupational information is: _______.

   a. School counselor.
   b. Your parents.
   c. School library.
   d. School principal.
   e. Public library.

3. Which of the following is not found in the Occupational Outlook Handbook? _______

   a. Related hobbies to occupation.
   b. Earnings you may expect.
   c. Job outlook for the future.
   d. Working conditions.
   e. Related occupations.

ANSWER QUESTIONS 4-7 BY USING THE ATTACHED OCCUPATIONAL INFORMATION FROM THE **OCCUPATIONAL OUTLOOK HANDBOOK**.

4. What was the salary range for starting forestry technicians? _______

   a. $ 8,000 -- $10,000
   b. $10,000 -- $12,000
   c. $12,000 -- $14,000
   d. $14,000 -- $16,000
   e. $16,000 -- $18,000

5. Which of the following best describes the outlook for a forestry technician? _______

   a. There will be no growth in employment.
   b. There will be slow growth in employment.
   c. There will be average growth in employment.
   d. There will be above average growth in employment.
   e. There will be very rapid growth in employment.

6. Which statement best describes the training required to be a forestry technician? _______

   a. High school diploma.
   b. High school vocational training.
   c. Post-secondary school training (1-2 years).
   d. Bachelor of Science degree.
   e. No degree in forestry.

7. Which of the following is not an occupation with a similar environment? _______

   a. Farmworker.
   b. Logger.
   c. Trapper.
   d. Auto mechanic.
   e. Fisherman.

SELF-ASSESSMENT AND SEP COMPONENT TEST ITEMS

FORESTRY TECHNICIANS

(Portions taken from the OCCUPATIONAL OUTLOOK HANDBOOK.)

NOTE: Quiz Supplement

Nature of the Work

Forestry technicians, sometimes called forestry aides in entry level positions, assist foresters in the care and management of forest lands and their resources. Their duties are varied and include many forest protection, improvement, and production responsibilities. For example, in timber production, they may help estimate present and potential yield in a certain area. If new roads are needed to make the timber accessible for cutting and removal, technicians may supervise the surveying and road building crews. After the timber has been cut, they measure the logs to determine how much lumber they will yield and may assist in the sale of the timber.

Technicians work on many forest improvement projects. They inspect trees for disease and other problems and record their findings. On watershed projects, they work to prevent flood damage and soil erosion and seek ways to preserve the quality of water in the forest.

Forestry technicians also help to prevent and control fires. They give fire prevention information to people using the forest and lead firefighting crews if a fire occurs. After fires are extinguished, they take inventory of burned areas and supervise the planting of new trees and shrubs to restore the forest.

Recreational use of forests has increased greatly. Technicians maintain forest areas for hunting, camping, hiking, and other recreational activities. They also explain forest regulations and policies to visitors and enforce these rules.

Working Conditions

Forestry technicians do almost all of their work outdoors. They may have to work in all kinds of weather and sometimes must work in remote areas for extended periods of time. In emergencies, such as when fighting fires or controlling floods, forestry technicians may have to work as many hours as they are physically able.

Much of the work is seasonal. The weather, for example, may make road building and other activities impossible during the winter months in certain areas of the country. Firefighting jobs usually are limited to the summer and fall fire seasons.

The work can be both physically and mentally demanding. In addition to the hazards of weather, forestry technicians must contend with snakes, mosquitoes, and other dangers and annoyances.

Employment

An estimated 15,000 persons worked year-round as forestry technicians in 1990. Nearly the same number found temporary employment--primarily with Federal and State governments--during the summer or in the spring and fall fire seasons.

Over half the year-round total worked in private industry, mainly for logging, lumber, and paper companies. Mining, oil, and railroad companies employed some forestry technicians on reforestation projects; tree nurseries employed others. The Federal Government employed about 4,000 full-time forestry technicians in 1990 primarily in the Forest Service of the U.S. Department of Agriculture, while many others worked for state governments.

Training, Other Qualifications, and Advancement

Most persons qualify for beginning jobs as forestry technicians by completing a specialized course of study in a 1- or 2-year post-secondary school or through work experience on firefighting crews, in tree nurseries, or in recreation work.

Because of keen job competition at the present time, opportunities for employment are better for persons who have post-secondary school training. The Society of American Foresters recognized 53 of about 80 technical institutes, junior or community colleges, and universities which offered forestry technician training in 1990.

Most forestry technician schools require general education courses such as mathematics and English; forestry-related courses including biology and botany; and specialized forest technology courses such as land surveying, tree identification, aerial photograph interpretation, and timber harvesting. Most schools also provide practical experience working in a forest.

Enthusiasm for outdoor work, physical stamina, and the ability to carry out tasks with and without direct supervision are essential for success in this field. Technicians should be able to work with survey crews, users of forest lands, forest owners, and foresters. They must express themselves clearly when talking with others and when making written reports.

Forestry technicians generally begin work as trainees or in relatively routine positions under the direct supervision of an experienced technician or forester. As technicians gain experience, they are given more responsibility and often move into supervisory positions. Some technicians obtain bachelor's degrees in forestry and are promoted to the forester level.

Job Outlook

Growth in employment of forestry technicians is expected to be about as fast as the average for all occupations through the 1990s. Private industry should continue to provide a high proportion of these jobs.

Environmental concern, a rising demand for forest products, and increased use of technology in the forest industry are expected to stimulate the need for more technicians each year. Increasingly, technicians will take on many of the more routine jobs done by foresters.

Despite this expected growth, keen competition for jobs is anticipated. Currently, the number of persons seeking employment as forestry technicians greatly exceeds the jobs available. Unless the number of graduates from forestry technician schools declines substantially in the future, competition for jobs is expected to persist. Applicants who have had specialized forestry technician training and some practical experience should have the best opportunities for employment.

Earnings

Starting salaries of forestry technicians ranged from $12,000 to $14,000 a year in 1990 according to the limited data available; experienced forestry technicians averaged about $18,000.

In the Federal Government, forestry technicians usually started at $12,500 a year in early 1990.

Related Occupations

Forestry technicians work mostly outdoors, usually in a natural setting. Other workers who have a similar job environment include farmworkers, fishermen, loggers, shellfish bed workers, and trappers.

Sources of Additional Information

Information about a career in the Federal Government as a forestry technician is available from:

U.S. Department of Agriculture
Forest Service
P.O. Box 2417
Washington, D.C. 20013

For a list of schools recognized by the Society of American Foresters offering training in the field, write to:

Society of American Foresters
5400 Grosvenor Lane
Washington, D.C. 20014

ORIENTATION TO OCCUPATIONAL CLUSTERS

ACTIVITY 17

Time Period:

25 minutes

Objective/Goal:

Through participation in a class discussion, the students will understand that occupations are grouped into 15 clusters.

Supplementary Teacher Information:

There are more than 20,000 occupations listed in the Dictionary of Occupational Titles. The United States Office of Education (USOE) has developed a classification system for grouping these thousands of occupations into 15 occupational clusters. In this system, occupations are clustered according to job products, nature of work, job knowledge required, location, and other job specifics. Some occupations may be placed into more than one cluster.

In this section, students will look at the 15 occupational clusters and some sample jobs from each cluster.

Equipment and/or Supplies:

1. Overhead Projector.
2. Transparencies.

List of Activities:

1. Read or review Supplementary Teacher Information section.

2. Present transparencies of the 15 occupational clusters and the related occupations.

3. Students take quiz.

Instructional Outline:

Key Words and Definitions:

1. **Cluster:** To gather or group together because of likeness.
2. **U.S.O.E.:** United States Office of Education.

Procedure:

1. Read the Supplementary Teacher Information section or present it in your own words.
2. Present the 15 occupational cluster transparencies and read the following or explain it in your own words.
    1. **Agribusiness and Natural Resources:** Occupations involved in producing, conserving, regulating, and ensuring that the basic raw materials used for food, shelter, and comfort are the best products available for the consumers' use.
    2. **Business and Office:** Occupations involved in managing and organizing support for the functions of businesses and offices.
    3. **Communications and Media:** Occupations involved in designing, preparing, and sending information and messages.
    4. **Construction:** Occupations involved in the planning, designing, building, and repairing of all structures.
    5. **Consumer and Homemaking:** Occupations involved in developing, producing, and managing goods and services that improve the quality of home life.
    6. **Environment:** Occupations involved in the wise use and the protecting of natural resources and residents of the land.
    7. **Fine Arts and Humanities:** Occupations involved in developing, promoting, and preserving the social and moral values of a culture and the values of art and beauty.
    8. **Health:** Occupations involved in providing services and a means of performing these services in order to meet the physical and mental health needs of people.
    9. **Hospitality and Recreation:** Occupations involved in providing pleasure for travelers or others engaged in leisure time activities.

10. **Manufacturing:** Occupations involved in the design and assembly of products ranging from huge earthmoving equipment to the micro-mini parts of an electronic instrument.

11. **Marine Science:** Occupations involved in discovering, developing, improving, and harvesting marine life and other ocean resources.

12. **Marketing and Distribution:** Occupations involved in forwarding goods from the producer to the consumer and influencing the consumer to purchase the products.

13. **Personal Services:** Occupations involved in providing services that improve people and their possessions and/or that improve their general comfort.

14. **Public Services:** Occupations involved in providing services; the services performed are often supported solely by tax money.

15. **Transportation:** Occupations involved in the movement of people and goods from one place to another.

3. Students take occupational clusters quiz.

Evaluation(s):

For quiz credit, students should answer 15 of 22 questions correctly.

Answer Key(s):

"Orientation To Occupational Clusters" Quiz

1. C
2. B

3. E
4. B

5. D
6. B

7. C
8. B, J, F, H, C, M, L, D, G, E, A, K, I, O, N

I. AGRIBUSINESS AND NATURAL RESOURCES

A. CATTLE RANCHER

B. FOOD AND DRUG INSPECTOR

C. VETERINARIAN

D. ZOOLOGIST

E. COUNTY AGRICULTURAL EXTENSION AGENT

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II. BUSINESS AND OFFICE

A. ACCOUNTANT

B. DATA SYSTEMS ANALYST

C. COURT REPORTER

D. SECRETARY

E. BANK CASHIER

III. COMMUNICATIONS AND MEDIA

A. NEWS REPORTER

B. TELEPHONE OPERATOR

C. NEWSPAPER EDITOR

D. ANNOUNCER

E. SOUND EFFECTS ENGINEER

IV. CONSTRUCTION

A. CARPENTER

B. PLUMBER

C. WELDER

D. PAINTER

E. SURVEYOR

V. CONSUMER AND HOMEMAKING

A. DIETICIAN

B. INTERIOR DECORATOR

C. COUNTY HOME DEMONSTRATION AGENT

D. BRIDAL CONSULTANT

E. CONSUMER SERVICE SPECIALIST

VI. ENVIRONMENT

A. AIR ANALYST

B. FOOD AND DRUG INSPECTOR

C. SOIL CONSERVATIONIST

D. EXTERMINATOR

E. MILK SAMPLER

VII. FINE ARTS AND HUMANITIES

A. POET

B. ACTOR

C. CLERGY MEMBER

D. CURATOR

E. ARTIST

VIII. HEALTH

A. PSYCHIATRIST

B. MEDICAL DOCTOR

C. HOSPITAL ADMINISTRATOR

D. PHARMACIST

E. NURSE

IX. HOSPITALITY AND RECREATION

A. TRAVEL AGENT

B. ATHLETIC TRAINER

C. PROFESSIONAL ATHLETE

D. CLOWN

E. ZOO CARETAKER

X. MANUFACTURING

A. DIE MAKER

B. MACHINIST

C. SEWING MACHINE OPERATOR

D. QUALITY CONTROL TECHNICIAN

E. LABORER

XI. MARINE SCIENCE

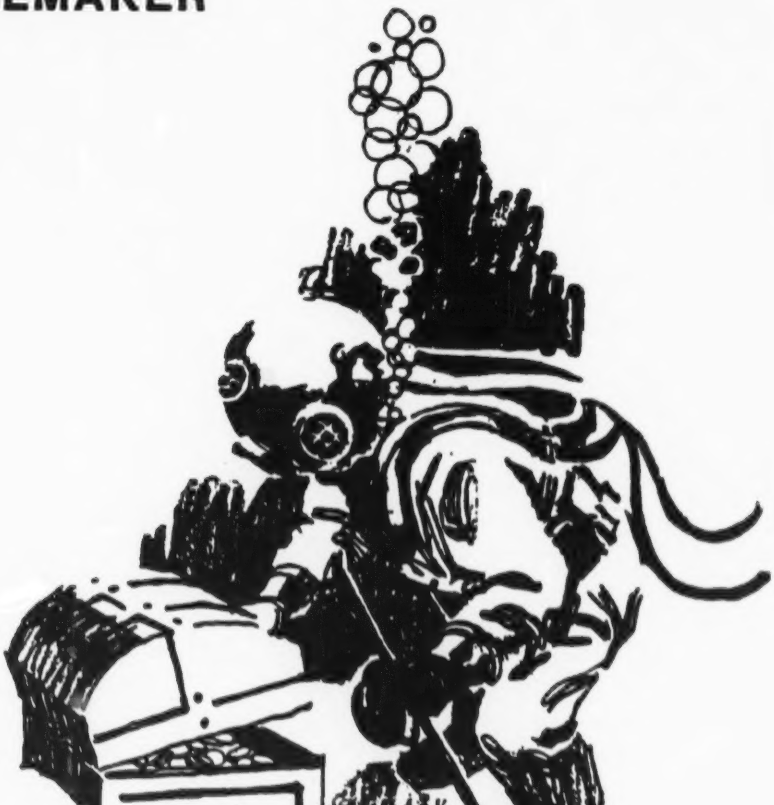
A. AQUATIC BIOLOGIST

B. SEAL HUNTER

C. DIVER

D. FISH FARMER

E. SAILMAKER



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XII. MARKETING AND DISTRIBUTION

A. SALESPERSON

B. STORE MANAGER

C. PURCHASING AGENT

D. MODEL

E. SHIPPING CLERK

XIII. PERSONAL SERVICE

A. HOUSEKEEPER

B. CHAUFFEUR

C. HAIR STYLIST

D. DOG GROOMER

E. DRYCLEANER

XIV. PUBLIC SERVICE

- A. POLICE OFFICER
- B. CITY MANAGER
- C. TEACHER
- D. MAIL CARRIER
- E. WATER TREATMENT PLANT OPERATOR

XV. TRANSPORTATION

A. TRUCK DRIVER

B. AIRLINE PILOT

C. BUS DRIVER

D. LOCOMOTIVE ENGINEER

E. NAVIGATOR

Name: ____________________

Teacher: ____________________

Period: ____________________

Date: ____________________

ORIENTATION TO OCCUPATIONAL CLUSTERS QUIZ

1. How many clusters were developed by the United States Office of Education (USOE) to classify occupations?

   a. 20,000
   b. 9
   c. 15
   d. 100
   e. 10

2. The USOE places occupations into clusters according to a variety of occupational similarities. What is not a similarity used to cluster occupations?

   a. Similar job products.
   b. Income or salary.
   c. Job knowledge required.
   d. Nature of the work.
   e. Job location related to the occupation.

3. When we are asked to write down as many occupations as we can, we generally list:

   a. Those we have seen on television.
   b. Those we have read about.
   c. Occupations parents, relatives, and friends have.
   d. Those with whom we have come in contact.
   e. All of the above.

4. The word "cluster" as we use it for occupational groups means:

   a. To gather at random.
   b. To gather or group together because of likeness.
   c. To mix according to differences.
   d. The jobs a person has through a lifetime.
   e. The jobs found in one's own family.

5. In which USOE cluster would you most likely find an airline pilot listed?

   a. Public Service.
   b. Personal Service.
   c. Marketing and Distribution.
   d. Transportation.
   e. Hospitality and Recreation.

6. In which USOE cluster would you find a professional athlete?

   a. Public Service.
   b. Hospitality and Recreation.
   c. Personal Service.
   d. Fine Arts and Humanities.
   e. Communications and Media.

7. In which USOE cluster would you find a plumber?

   a. Consumer and Homemaking.
   b. Agribusiness and Natural Resources.
   c. Construction.
   d. Manufacturing.
   e. Communications and Media.

8. Match the following jobs and occupational clusters by placing the correct letter in the blank at the left.

______ Bank Cashier
______ Actor
______ Welder
______ Air Analyst
______ Pharmacist
______ Travel Agent
______ News Reporter
______ Hair Stylist
______ Machinist
______ Diver
______ Cattle Rancher
______ Shipping Clerk
______ Interior Decorator
______ Truck Driver
______ Police Officer

a. Agribusiness and Natural Resources
b. Business and Office
c. Health
d. Personal Service
e. Marine Science
f. Construction
g. Manufacturing
h. Environment
i. Consumer and Homemaking
j. Fine Arts
k. Marketing and Distribution
l. Communications and Media
m. Hospitality and Recreation
n. Public Service
o. Transportation

HISTORY REPEATS ITSELF

(Occupational Outlook)

ACTIVITY 18

Time Period:

30 minutes

Objective/Goal:

The students will understand that their occupational outlook will differ from the present due to economic, societal, and technological changes by completing worksheets on how these factors influence careers.

Supplementary Teacher Information:

"You may wonder why we are talking about job outlook when you won't be ready for the 'world of work' for several more years. There is no guarantee that those jobs available now will be there when you are ready to apply for them. Rapid changes in the economy and technology will create new careers, change existing ones, and do away with others. The needs and wants of society determine what is made and how well it sells. Many careers may not exist in the geographical location in which you want to live. Having a general idea of the outlook of the career you wish to pursue can save you time and money."

The future of specific jobs seems very unpredictable, yet there are some facts about the outlook of careers. The number of job seekers and the number of job openings changes often. The rise and fall for product and service needs affects the number of workers required to produce it. There are several publications that predict the future supply of jobs. (Occupational Outlook Handbook) Although these publications are helpful, no one can predict with 100% accuracy the future trends of all occupations.

Equipment and/or Supplies:

1. Overhead Projector.
2. Transparencies.
3. "History Repeats Itself" worksheets.

List of Activities:

1. Teacher reads the Supplementary Teacher Information section or explains it in his/her own words.
2. Teacher presents transparencies and reviews how change affects occupational outlook.
3. Students complete "History Repeats Itself" worksheets.
4. Teacher directs a discussion on what was learned.
5. Students take quiz.

Instructional Outline:

Key Words and Definitions:

1. **Demand:** The amount of a product that customers are willing to buy at a given price.
2. **Social:** Involving relationships among people.
3. **Society:** A group of people who share common interests, beliefs, or a common environment. Includes local communities, states, and nations.
4. **Supply:** The amount of a product that businesses are willing to sell at a given price.
5. **Technological:** Applied science used for the benefit of people.

Procedure:

1. Read or put the Supplementary Teacher Information section into your own words.
2. Transparencies may be used with the Supplementary Teacher Information section or as a review.

Transparency #1 Rapid Changes In The Economy . . .
#2 There May Not Be A Need . . .
#3 Even If Your Job Has A Good Outlook . . .
#4 How Jobs Are Created.
#5 What Is Meant By Outlook Terms?

(Terms found in the Occupational Outlook Handbook.)

3. Distribute "History Repeats Itself" worksheets. Read the directions.

   Directions: Your parents, grandparents, and others have had firsthand experience on how careers have changed over the years. The cause of the decline of some careers can be traced to a specific factor such as a new technology. Yes, history does repeat itself. To get an idea of what influences the outlook of careers, think of how you, your parents, your grandparents, and others might answer the following questions.

4. After the students have completed the worksheets, discuss each question. Ask students to volunteer the information they recorded on their worksheets.

5. Students take "History Repeats Itself" Quiz.

Evaluation(s):

Students are to be evaluated on completion of their worksheets. For quiz credit, students should answer 11 of 16 questions correctly.

Answer Key(s):

"History Repeats Itself" Quiz

1. D
2. C

3. D
4. B

5. C
6. C

7.
   1. False
   2. True
   3. False
   4. True
   5. False
   6. False
   7. True
   8. True
   9. True
   10. True

Name: ______________________
Teacher: ______________________
Period: ______________________
Date: ______________________

HISTORY REPEATS ITSELF WORKSHEET

Directions: Your parents, your grandparents, and others have had firsthand experience on how careers have changed over the years. The cause of the decline of some careers can be traced to a specific factor such as new technology. Yes, history does repeat itself. To get an idea of what influences the outlook of careers, think of how you, your parents, your grandparents, and others might answer the following questions.

1. What has been a major change in a career during your lifetime or that of your parents, your grandparents, or others? What caused this change?

2. Can you think of a career that was in high demand at one time but is no longer in such demand? Give examples.

3. Have your parents, your grandparents, or others experienced a layoff due to a decrease in the need for a product or service. Did they have any warning that it was going to happen? Explain.

4. Name a product or service that once was in high demand by the consumer but is no longer in such demand? Why do you think the demand for the product or service has decreased?

5. Name a career that because of advances in technology has changed?

RAPID CHANGES IN THE ECONOMY AND TECHNOLOGY WILL:

- create new careers
- do away with others
- change existing ones

THERE MAY NOT BE A NEED FOR YOUR CAREER WHERE YOU WISH TO LIVE

EVEN IF YOUR JOB HAS A GOOD OUTLOOK, YOU MAY FACE STIFF COMPETITION IN GETTING HIRED

KNOW WHAT EDUCATION/TRAINING WOULD PUT YOU AHEAD

HOW JOBS ARE CREATED

- THE NEEDS AND WANTS OF CONSUMERS
- VALUES PLACED ON WORK, EDUCATION, INCOME, AND LEISURE
- CHANGES IN SOCIAL, TECHNOLOGICAL, AND SCIENTIFIC TRENDS
- REPLACEMENTS

WHAT IS MEANT BY THE OUTLOOK TERMS?

EXCELLENT	DEMAND MUCH GREATER THAN SUPPLY
VERY GOOD	DEMAND GREATER THAN SUPPLY
GOOD OR FAVORABLE	ROUGH BALANCE BETWEEN DEMAND AND SUPPLY
MAY FACE COMPETITION	LIKELIHOOD OF MORE SUPPLY THAN DEMAND
KEEN COMPETITION	SUPPLY GREATER THAN DEMAND

Name: ______________________

Teacher: ______________________

Period: ______________________

Date: ______________________

HISTORY REPEATS ITSELF QUIZ

1. Rapid changes in the economy and technology will:

   a. Create new careers.
   b. Change existing careers.
   c. Do away with some careers.
   d. All of the above.
   e. None of the above.

2. Which of the following is not a way jobs are created?

   a. The needs and wants of consumers.
   b. Values customers place on work, education, income, and leisure.
   c. The quantity of diplomas given by colleges.
   d. Changes in social, technological, and scientific trends.
   e. Replacements.

3. Even if a career you wish to pursue has a good outlook, you may face stiff competition in getting hired. What is the best way to put yourself ahead of your competition?

   a. Have a resume prepared by a professional.
   b. Get letters of recommendation.
   c. Make sure your job application is accurate.
   d. Make sure you have the correct education and training.
   e. Get to know someone at the company.

4. Which is an occupation that has declined because of technology?

   a. Auto mechanic.
   b. Farmer.
   c. Secretary.
   d. Electrician.
   e. Dentist.

5. A student from a small midwestern town returned from college where she received a degree in marine science. What is the most likely change the student will face as she begins her career?

    a. The student will have to repay student loans.
    b. There will be stiff competition for jobs in her hometown.
    c. She will probably have to move to another geographic location.
    d. Jobs in marine science are rapidly declining.
    e. Present technology will make her job obsolete.

6. What is an occupation that will probably increase because of technology?

    a. Shoemaker.
    b. Secondary school teacher.
    c. Computer repair technician.
    d. Rancher.
    e. Newspaper typesetters.

7. Circle the "T" if the statement is "True" or circle the "F" if the statement is "False."

T F 1. It is certain that jobs available now will be available when you graduate.

T F 2. Many careers may not exist in the geographic location in which you want to live.

T F 3. There is no way to predict the outlook of occupations.

T F 4. There are several publications that try to predict the future supply of jobs.

T F 5. There are highly trained professionals who are able to predict occupational outlook with 100% accuracy.

T F 6. The number of job seekers and the number of job openings rarely change.

T F 7. The rise and fall of product and service needs affect the number of workers required to produce it.

T F 8. Technology directly affects most careers.

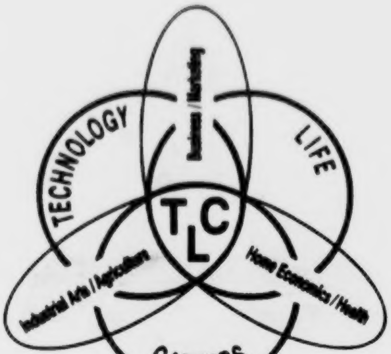
T F 9. Changes in the economy affect the quantity and types of jobs created.

T F 10. Knowing the outlook of a career can save you time or money.

STUDENT EDUCATIONAL OCCUPATIONAL PLAN

(SEOP)

UNITS 1-9


TECHNOLOGY
Business / Marketing
LIFE
T L C
Industrial Arts / Agriculture
Home Economics / Health
CAREERS

STUDENT EDUCATIONAL OCCUPATIONAL PLAN UNIT

The Student Educational Occupational Plan (SEOP) Unit should be taught near the end of the students' final prevocational class. Optimally, it should be taught just prior to registration for the next school year's classes. The registrar and/or counselor should be actively involved in the SEOP section, and they should lend expertise and avoid duplication of the registration process.

Two options may be used in presenting this unit: (1) seven days, or (2) three days.

The seven-day option time line is as follows:

I. Interest Survey -- 1st day.
II. Career Profile and Occupational Research -- 2nd day.
III. Utah Occupational Briefs -- 3rd day.
IV. Student Educational Occupational Plan -- 4th day.
V. Choices Jr (50 minutes) -- 5th day.
VI. Job Seeking (50 minutes) -- 6th day.
VII. Finding Jobs (50 minutes) -- 7th day.

The three-day option time line is as follows:

I. Interest Survey -- 1st day.
II. Career Profile -- 2nd day.
III. Student Educational Occupational Plan -- 2nd and 3rd day.

Overview of Activities

Activity 1 --"Interest Survey," 50 minutes, (page 181).

a. Teacher introduces and explains interest survey.
b. Students complete survey.
c. Teacher explains how to score the survey.
d. Students score survey.
e. Teacher explains results.
f. Students take quiz.

Activity 2 --"Career Profile," 30 minutes, (page 186).

a. Teacher distributes and explains career profile sheet.
b. Students complete career profile sheet.
c. Students take quiz.

Activity 3 --"Occupation Research," 50 minutes, (page 193).

a. Teacher distributes worksheets.
b. Students complete worksheets.
c. Students take quiz.

Activity 4 --"SEOP," 50 minutes or 1-2 class periods, (page 199).

a. Teacher explains SEOP.
b. Students complete SEOP.
c. Students take quiz.

Activity 5 --"Utah Occupational Briefs," 30 minutes, (page 212).

a. Teacher presents Supplementary Teacher Information section.
b. Teacher shows transparencies on robotics technician.
c. Students fill out worksheets on occupational briefs.

Activity 6 --"Choices Jr," 50 minutes, (page 225).

a. Teacher introduces "Choices Jr."
b. Students fill out the "Choices Jr" worksheets.

Activity 7 --"Job Seeking: How Can I Succeed?" 50 minutes, (page 230).

a. Class discussion.
b. Teacher lecture/presentation.

Activity 8 --"The Teenager's Guide For Finding Jobs," 50 minutes, (page 242).

a. Class reading and discussion of the handout.
b. Small group discussion and formation of a new business.

Activity 9 --"Successful Traits of Workers and Learners," 30 minutes, (page 250).

a. Class discussion.
b. Students fill out worksheets.

AREA OF FOCUS: STUDENT EDUCATIONAL OCCUPATIONAL PLAN

INTEREST SURVEY

ACTIVITY 1

Time Period:

1 class period

Objective/Goal:

Students will take an interest survey and list the clusters that match their interests.

Supplementary Teacher Information:

An interest survey is not a test. It does not measure knowledge or skill. A survey is useful only when the students answer the questions honestly. The survey is not a magic wand; it will not tell students the occupations they should choose. It shows only the occupations a student might want to look at for further exploration. The survey is a useful tool for exploration, especially in the middle school/junior high school levels.

There are several interest surveys which may be used for this age group. COPS II is a good survey. Others written for this age level are JOB-O and VIESA Level I. The "Choices Jr" computer program is a suitable substitute for paper and pencil interest surveys. There are also several other computer interest surveys on the market such as JOB-O. Care should be taken to choose an interest survey that is written for the age level of the students tested.

It is **critical** that the teacher take the interest survey. The teacher will then be able to answer questions the students might have. After scoring the interest survey, some students may question their results. It is important to let the students know that the survey matches their present interests to occupations. Even though results may not match a perceived occupational choice, the students should be encouraged to at least explore survey results. As the students' interests evolve, so will the occupations that match their interests.

Equipment and/or Supplies:

COPS II Interest Survey for each student.

List of Activities:

1. Teacher introduces and explains interest survey.
2. Students complete survey.
3. Teacher explains how to score the survey.
4. Students score survey.
5. Teacher explains results.
6. Students take quiz.

Instructional Outline:

Procedure: (The example being used is COPS II.)

1. Teacher uses the Supplementary Teacher Information section to explain and introduce the interest survey.
2. Teacher distributes interest survey.
3. Teacher reads directions from cover page of COPS II with students.

Directions:

"This inventory will help you find out what kinds of jobs best fit your interests. Your results will help you in choosing activities, training, and school courses which will help you in preparing for these jobs."

"On each page in this booklet are questions about your plans and what you like to do. You will be asked to answer each question and record your answer on an answer page in this booklet."

(Show the students that answers go in each column as they turn the pages in the booklet. Continue reading directions.)

"Fill in your name and the other information at the top of this page."

(Pause. Give students enough time to do this. Continue reading directions.)

"Read and follow the directions on each page. Now read Question A below."

(Pause. Ask the question.)

"Are there questions?"

(Have students begin. Teacher should walk about the room answering any questions students may have.)

4. As each student finishes the survey, have him/her immediately read the instructions and begin scoring responses.

5. After the students have discovered their highest cluster areas, have them individually look at the last page of the COPS Survey. Each student should fill out the top portion of Section K. They should take a minimum, of one cluster and list information such as narrowing this to an occupation to skills necessary for the job.

   DO NOT HAVE STUDENTS DO THE SEOP SECTION OF K. THE SEOP WILL BE DONE IN A LATER ACTIVITY.

6. Have students take the Interest Survey Quiz.

Evaluation(s):

Students will complete COPS II survey. For quiz credit, students should answer 9 of 14 questions correctly.

Answer Key(s):

"Interest Survey" Quiz

1. C
2. A

3. D
4. C

5. D
6. Accept any of the following:
   - Science, Professional
   - Science, Skilled
   - Technology, Professional
   - Technology, Skilled
   - Consumer Economics
   - Outdoor
   - Business, Professional
   - Business, Skilled
   - Clerical
   - Communication
   - Arts, Professional
   - Arts, Skilled
   - Service, Professional
   - Service, Skilled

7. T, T, F, F, F, T

Name: ____________________

Teacher: ____________________

Period: ____________________

Date: ____________________

SELF-ASSESSMENT AND STUDENT EDUCATIONAL OCCUPATIONAL PLAN

COMPONENT TEST ITEMS

INTEREST SURVEY QUIZ

1. An interest survey is used to match a student's interests with:

   a. Knowledge.
   b. Skills.
   c. Occupations.
   d. Achievement.
   e. Abilities.

2. The best use of an interest survey for middle/junior high school students is for:

   a. Exploring a variety of occupations.
   b. Pinpointing an exact job.
   c. Determining whether you should go to college.
   d. Deciding if you should get a part-time job.
   e. Finding out what your hobbies should be.

3. An interest survey best identifies your:

   a. Past interests.
   b. Wanted interests.
   c. Projected interests.
   d. Present interests.
   e. Future interests.

4. An interest survey helps you find out what jobs fit your interests. The survey also informs you about:

   a. What types of friends with whom you will be most happy.
   b. The exact job you should pursue.
   c. The school courses that will help you prepare for these jobs.
   d. If your job will be in demand.
   e. What are the earnings of these jobs.

5. The following information is not contained with the COPS II Interest Clusters:

   a. Related courses of study.
   b. Skills and abilities needed in these occupations.
   c. Suggested activities to get experience.
   d. How much education is needed for each occupation.
   e. Sample occupations.

6. The interest cluster I scored highest in was: _________________.

7. Circle "T" if the statement is True or "F" if the statement if False.

T F An interest survey is not a test.

T F As your interests evolve so will the occupations that match your interests.

T F An interest survey predicts future interests.

T F An interest survey should be ignored if it doesn't match your future occupational choice.

T F An interest survey measures knowledge and skill.

T F The interest survey is only valid if a student answers it honestly.

AREA OF FOCUS: STUDENT EDUCATIONAL OCCUPATIONAL PLAN

CAREER PROFILE

ACTIVITY 2

Time Period:

30 minutes

Objective/Goal:

The students will list personal data on their career profiles.

Supplementary Teacher Information:

The teacher may wish to return all of the students' assignments done in the orientation unit. These assignments can then be used by the students to complete their profiles. If any of the students have not done the orientation unit, they may need extra help in filling out the profiles. You will want to give the completed career profiles to the school counselor for future reference.

Equipment and/or Supplies:

"Career Profile" worksheets.

List of Activities:

1. Teacher distributes and explains career profile sheets.

2. Students complete career profile sheets.

3. Students take quiz.

Instructional Outline:

Procedure:

1. Teacher distributes career profile sheets. Teacher explains that the purpose of a profile is to compile career-related information about an individual on one sheet so he/she can use this to explore future occupations.

2. Students complete career profile sheets.

3. The completed profile sheets should be used to start the next activity on cluster and occupational research.

4. Students take career profile quiz.

Evaluation(s):

Students complete career profiles. For quiz credit, students will answer 6 of 9 questions accurately.

Answer Key(s):

"Career Profile" Quiz

1. Example Patience (Strength)
2. Example Wealth (Value)

3. Example Bowling (Hobby)
4. Example Music (Ability)

5. Example English (Best subject)
6. Short-range goal

7. Example Get a high school diploma (Long-range goal)
8. Example Clerical (Career cluster)

9. Accept the same answers found in Question 6 of Objective 1: Interest survey.

EVALUATION NOTE: For full credit, each question should be completed from the "Career Profile" Worksheet. Each student's answers will vary. Each question is followed by an example of the information requested.

Name: ______________________________

Teacher: ____________________________

Period: _____________________________

Date: ______________________________

CAREER PROFILE WORKSHEET

Using the information you learned about yourself from the unit of self-exploration earlier this year, summarize that data in the nine categories below. (**Note:** There may be some changes in your exploration experiences. If you did not participate in those earlier exercises, base the information on your current knowledge of self. This profile will help you in identifying those careers that will match your abilities, needs, values, and interests.

MY CAREER PROFILE

---

1. Five strengths. (See list.)

    a. ____________________________

    b. ____________________________

    c. ____________________________

    d. ____________________________

    e. ____________________________

2. My five most important values. (See list.)

    a. ____________________________

    b. ____________________________

    c. ____________________________

    d. ____________________________

    e. ____________________________

3. My five most important interests. (Examples: music, hobbies, sports.)

    a. ____________________________

    b. ____________________________

    c. ____________________________

    d. ____________________________

    e. ____________________________

4. My top abilities. (See list.)

a. ______________________ b. ______________________

5. My best school subjects.

a. ______________________ c. ______________________

b. ______________________

6. Short-range goal (from the present to one year).

7. Long-range goal (from one year to a lifetime).

8. Three careers or clusters I found interesting from the class.

a. ______________________ c. ______________________

b. ______________________

9. List the top two clusters from the interest survey.

a. ______________________ b. ______________________

LIST OF STRENGTHS

Dependability
Self-confidence

Friendliness
Patience

Working under difficulties
Sense of humor

Cheerfulness
Honesty

Ability to make decisions quickly
Responsibility

Loyalty
Ability to sense others' feelings

Sincerity
Ambition

Courage to do the right thing
Willingness to work hard

Ability to cooperate with other people
Willingness to consider others' viewpoints

Self-motivation
Ability to lead others

Ability to work without supervision
Punctuality
Neatness

LIST OF VALUES

Wisdom
Wealth

Trustworthiness
Skill

Religious faith
Recognition

Power
Pleasure

Physical appearance
Morality

Loyalty
Love

Knowledge
Justice

Honesty
Health

Creativity
Job

Family
Achievement

Courtesy
Education

LIST OF ABILITIES

A.	**INTELLIGENCE**	You have the ability to learn things easily.
B.	**ANALYTICAL**	You have the ability to solve problems by breaking them into parts to see how they make the whole.
C.	**CREATIVE LITERACY**	You have the ability to write in a manner that is enjoyable for others to read.
D.	**ARTISTIC**	You have the ability to make things that have form and/or beauty.
E.	**MUSICAL**	You have the ability to put tones together in a manner that is pleasing to the ear.
F.	**PERSUASIVE**	You have the ability to convince others.
G.	**PHYSICAL**	You have the ability to use your body or parts of your body to reach a desired goal.
H.	**MANUAL**	You have the ability to use your hands to reach a desired goal.
I.	**SOCIAL**	You have the ability to get along with others and/or to help others.

Name: ______________________

Teacher: ______________________

Period: ______________________

Date: ______________________

SELF-ASSESSMENT AND STUDENT EDUCATIONAL OCCUPATIONAL PLAN COMPONENT TEST ITEMS

Career Profile Quiz

NOTE: To answer questions 1-9, each student will need his/her completed "Career Profile" worksheet from which to work.

DIRECTIONS: In order to answer the following questions, copy information from your "Career Profile" worksheet.

1. What is one of your strengths? ______________________

2. What is one of your values? ______________________

3. What is one of your hobbies? ______________________

4. What is one of your top abilities? ______________________

5. What is one of your best school subjects? ______________________

6. What is one of your short-range goals? ______________________

7. What is one of your long-range goals? ______________________

8. What is one career cluster in which you are interested? ______________________

9. List one of your top two clusters from the COPS II Interest Survey. ______________________

OCCUPATIONAL RESEARCH

ACTIVITY 3

Time Period:

50 Minutes

Objective/Goal:

Students will research one occupation of their choice by writing information on worksheets.

Supplementary Teacher Information:

None.

Equipment and/or Supplies:

1. Career research source material (OOHs and/or "Choices Jr").
2. "Career Exploration" worksheets.

List of Activities:

1. Teacher distributes worksheets.
2. Students complete worksheets.
3. Students take quiz.

Instructional Outline:

Procedure:

1. Teacher reviews worksheet and answers questions. Teacher explains that students are to choose one occupation in which they are interested and about which they would like to know more. The teacher should stress that the purpose of the exercise is to learn how to find information on occupations--not for making specific occupational choices. They should use COPS II and/or "Choices Jr" and their career profile in deciding what occupation to research.

2. The teacher should remind the students that information to fill out the cluster exploration worksheet should come from the COPS II worksheet or other interest surveys. The information to fill out occupation exploration should come from the OOH or other career resources.

3. Students take occupational research quiz.

Evaluation(s):

Students complete worksheets.

For quiz credit, students will need to answer 8 of 8 questions accurately.

Answer Key(s):

"Occupational Research" Quiz

1. Example: Clerical
2. Example: Filing business records

3. Example: Compute and record numbers correctly
4. Example: Be a club secretary

5. Example: Typing
6. Example: Secretary

7. Example: High School Diploma; 1-2 years vocational school
8. Example: Faster than average

EVALUATION NOTE: For full credit, each question should be answered from information found in each student's "Cluster and Occupation" Worksheet.

ANSWER KEY

SELF-ASSESSMENT AND STUDENT EDUCATIONAL OCCUPATIONAL PLAN COMPONENT TEST ITEMS

OCCUPATIONAL RESEARCH QUIZ

TO ANSWER QUESTIONS 1-8, EACH STUDENT WILL NEED HIS/HER OCCUPATIONAL EXPLORATION WORKSHEETS.

1.	What occupation did you choose?	1.	Example: Bricklayer
2.	How much education or training is needed?	2.	Example: High School Diploma and Technical Training
3.	What is the employment outlook?	3.	Example: Average
4.	What is the average salary?	4.	Example: $25,000
5.	Where are the jobs located?	5.	Example: Most jobs are in the Sunbelt States
6.	What is one task that workers do?	6.	Example: Lay Bricks
7.	What is one high school subject that would be helpful to prepare for this career?	7.	Example: Woods
8.	Are promotions possible in this occupation?	8.	Example: Possible to become crew supervisor or own your own company

Name: ______________________

Teacher: ______________________

Period: ______________________

Date: ______________________

OCCUPATIONAL EXPLORATION SHEET

Title of Occupation: ______________________________________

Work performed: What tasks do workers do?

____

____

____

____

____

Education: What education and training is needed? What high school subjects are important to this occupation?

____

____

____

____

____

Salary: What is the pay? What other benefits are provided?

____

____

____

Advancement: Are promotions possible? What are the chances of learning new skills to get a better paying job?

____

____

____

____

____

Employment outlook: Are there job openings? Will there be openings in the future? Where are the jobs located?

____

____

____

____

____

Name: ____________________

Teacher: ____________________

Period: ____________________

Date: ____________________

SELF-ASSESSMENT AND STUDENT EDUCATIONAL OCCUPATIONAL PLAN COMPONENT TEST ITEMS

OCCUPATIONAL RESEARCH QUIZ

TO ANSWER QUESTIONS 1-8, EACH STUDENT WILL NEED HIS/HER OCCUPATIONAL EXPLORATION WORKSHEETS.

1. What occupation did you choose? 1. ____________________
2. How much education or training is needed? 2. ____________________
3. What is the employment outlook? 3. ____________________
4. What is the average salary? 4. ____________________
5. Where are the jobs located? 5. ____________________
6. What is one task that workers do? 6. ____________________
7. What is one high school subject that would be helpful to prepare for this career? 7. ____________________
8. Are promotions possible in this occupation? 8. ____________________

STUDENT EDUCATIONAL OCCUPATIONAL PLAN

ACTIVITY 4

Time Period:

1-2 Periods

Objective/Goal:

Students will create an SEOP (Student Educational Occupational Plan) by listing: (1) cluster or occupational preference, (2) 3-6 year educational plan and post-high school choices.

Supplementary Teacher Information:

Every individual has unique values, interests, and abilities. Because these personal attributes are basic to the fulfillment of life goals, it is important that students be provided with guidance and direction that will lead them toward satisfying and productive lives. In order to help students set and meet personal goals, the SEOP concept was conceived. The SEOP is to be completed and/or updated every year.

An SEOP contains courses which the student will need to take to achieve career goals and graduation. Each teacher should become familiar with the districts' junior high and high school graduation requirements. It is likely that individual schools have suggested programs of study for each grade level. Acquire the list of courses available for your school and identify them either by college-bound or vocational-emphasis. This list can be helpful to the students in developing their SEOP. Examples of an SEOP for a college-, technical-, and direct-entry to work are given below. The counselors should assist in giving this particular assignment. Use your school's and district's student educational occupational plan. This activity should be coordinated with your school's pre-registration activities.

Special education students will be completing an IEP in lieu of the SEOP. This document will be completed by the students' IEP teams. Inasmuch as the SEOP is not required for the special student, completion of this activity may or may not be advisable. Completion of this activity may be advantageous in helping the special student identify IEP goals. In other cases, it may lead to confusion. Consult with the special education teacher to determine what is appropriate.

Equipment and/or Supplies:

1. Sample SEOP transparencies.
2. SEOP student worksheets.
3. Junior high and senior high school manuals and class offerings.
4. Overhead projector.

List of Activities:

1. Teacher explains SEOP.
2. Teacher shows sample SEOP forms.
3. Students complete SEOP worksheets.
4. Students take quiz.

Instructional Outline:

Key Words and Definitions:

None.

Procedure:

1. Read or give in your own words the Supplementary Teacher Information. Teacher shows sample SEOP transparencies and explains the differences in the 7-8 and the 9-12 SEOPs. The teacher explains the differences in course selection in the direct work entry SEOP, technical school SEOP, and the college-bound SEOP.
2. Students complete SEOP Worksheets 1 and 2.
3. Students take SEOP quiz.

Evaluation(s):

Students will complete SEOP.

For quiz credit, students should answer 3 of 5 questions correctly.

Answer Key(s):

"SEOP" Quiz

1. E
2. A

3. C
4. D

5. A

2 YEAR STUDENT EDUCATION PLAN

SAMPLE SEOP

Direct-Entry to Work

STUDENT ____________ SCHOOL ____________

1st Preference: Cluster or Occupation Bricklayer

2nd Preference: Cluster or Occupation Carpenter

Min Jr. High Req.
___ English
___ Math
___ Science
___ Social Studies
___ Arts
___ Computer Literacy
___ Health and PE
___ Pre. Voc. Ex.
___ Electives
TOTAL ___

7th grade	1. English	ENGLISH
	2. Utah Studies	Life Science
	3. Mathematics	MATHMATICS
	4. Physical Education	PHYSICAL Education
	5. Reading	READING
	6. Art	Music
	7. Technology - Life/Careers	————

8th grade	1. English	ENGLISH
	2. U. S. History	U.S. HISTORY
	3. Mathematics	MATHEMATICS
	4. Physica[redacted]h Science	EARTH Science
	5. Metals	Elective
	6. Health	Computer Lit.
	7. Physical Education	Elective

Student Educational Occupational Plan

SAMPLE SEOP

Direct Entry to Work

4 YEAR STUDENT EDUCATION PLAN

Post High School Education Plans	
ON JOB TRAIN	X
TEC/VOC SCHOOL	
COLLEGE	
GRADUATE SCHOOL	

STUDENT ____________ SCHOOL ____________

1st Preference: Cluster or Occupation Bricklayer

2nd Preference: Cluster or Occupation Carpenter

Min. High School Graduation Req.

___ English
___ Social Studies
___ Math
___ Computer Science
___ Science
___ Health and Phys Ed
___ Arts
___ Voc Ed
___ Electives
TOTAL ___

9th grade	1. English	
	2. World Geography	
	3. Mathematics	
	4. Art	Music
	5. Woodworking	
	6. Physical Education	
	7. Keyboarding	Computer Science

10th grade	1. English	
	2. World Studies	
	3. Life Science	
	4. Physical Education	Health
	5. Art	Drivers Ed.
	6. Woodworking	
	7. Arts (Music)	

11th grade	1. English	
	2. American History	
	3. Physical Science	
	4. Consumer Math	
	5. Physical Education	Personal Finance
	6. Carpentry	
	7. Carpentry	

12th grade	1. English	
	2. Accounting	
	3. Drafting	
	4. Photography	
	5. Vocational Education	
	6. "(Masonry) "	
	7. " "	

TM-2

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Student Educational Occupational Plan

4 YEAR STUDENT EDUCATION PLAN

Post High School Education Plans	
ON JOB TRAIN	☐
TEC/VOC SCHOOL	☒
COLLEGE	☐
GRADUATE SCHOOL	☐

SAMPLE SEOP

Technical School Bound

STUDENT ____________________ SCHOOL ____________________

1st Preference: Cluster or Occupation Electronic Technician

2nd Preference: Cluster or Occupation Medical Technician

Min. High School Graduation Req.

___ English
___ Social Studies
___ Math
___ Computer Science
___ Science
___ Health and Phys Ed
___ Arts
___ Voc Ed
___ Electives
TOTAL ___

9th grade	1. English	
	2. World Geography	
	3. Mathematics or Pre Algebra	
	4. Art	Music
	5. Electronics	Metals
	6. Physical Education	
	7. Type	Computer Science
10th grade	1. English	
	2. World History	
	3. Mathematics or Algebra	
	4. Biology	
	5. Physical Education	Health
	6. Art	Drivers Ed.
	7. Electronics	
11th grade	1. English	
	2. American History	
	3. Physical Science	
	4. Algebra or Geometry	
	5. Speech	Art
	6. Electronics	
	7. Physical Education	
12th grade	1. English	
	2. Science	
	3. Computer Science	
	4. Physical Education	
	5. Health Occupations	
	6. Electronics	
	7. "	

SAMPLE SEOP

2 YEAR STUDENT EDUCATION PLAN

Technical School Bound

STUDENT ____________________ SCHOOL ____________________

1st Preference: Cluster or Occupation Electronic Technician

2nd Preference: Cluster or Occupation Medical Technician

Min Jr. High Req.

___ English
___ Math
___ Science
___ Social Studies
___ Arts
___ Computer Literacy
___ Health and PE
___ Pre. Voc. Ex.
___ Electives

TOTAL ___

7th grade	1. English	
	2. Utah Studies	Life Science
	3. Mathematics	
	4. Physical Education	
	5. Reading	
	6. Art	Music
	7. Technology-Life/Careers	

8th grade	1. English	
	2. U.S. History	
	3. Mathematics	
	4. Physical/Earth Science	
	5. Physical Education	
	6. Metals	
	7. Health	Computer Lit.

Student Educational Occupational Plan

SAMPLE SEOP

College Bound

2 YEAR STUDENT EDUCATION PLAN

STUDENT ____________ SCHOOL ____________

1st Preference: Cluster or Occupation Physician

2nd Preference: Cluster or Occupation Lawyer

Min Jr. High Req.

___ English
___ Math
___ Science
___ Social Studies
___ Arts
___ Computer Literacy
___ Health and PE
___ Pre. Voc. Ex.
___ Electives

TOTAL ___

7th grade

1. English (Honors or Gifted)	
2. Utah Studies	Life Science
3. Mathematics or Pre Algebra	
4. Foreign Lanugage or Reading	
5. Art	Music
6. Art	Music
7. Technology - Life/Careers	

8th grade

1. English (Honors or Gifted)	
2. U.S. History	
3. Physical/Earth Science	
4. Pre Algebra or Algebra	
5. Physical Education	Health
6. Foreign Lanugage	
7. Computer Basic	Keyboard

Student Educational Occupational Plan

SAMPLE SEOP

College Bound

4 YEAR STUDENT EDUCATION PLAN

Post High School Education Plans	
ON JOB TRAIN	☐
TEC/VOC SCHOOL	☐
COLLEGE	☒
GRADUATE SCHOOL	☒

STUDENT ____________________ SCHOOL ____________________

1st Preference: Cluster or Occupation Physician

2nd Preference: Cluster or Occupation Lawyer

Min. High School Graduation Req.

___ English
___ Social Studies
___ Math
___ Computer Science
___ Science
___ Health and Phys Ed
___ Arts
___ Voc Ed
___ Electives
TOTAL ___

9th grade	1. English (Honors or Gifted)	
	2. World Geography	
	3. Algebra or Geometry	
	4. Biology 1 & 2	
	5. Foreign Language	
	6. Physical Education	
	7. Woodwork	Art

10th grade	1. English (Honors)	
	2. World History (Honors)	
	3. Geometry or Algebra 3-4/Trig	
	4. Science	
	5. Health	Physical Education
	6. Art	Drivers Education
	7. Foreign Lanugage	

11th grade	1. English (Honors)	
	2. American History (Honors)	
	3. Algebra 3 & 4/Trig or Trig Analytic Geometry	
	4. Chemistry	
	5. Physical Education	Art
	6. Foreign Language or	Art
	7. Computer Science	

12th grade	1. English (AP)	
	2. Trig Analytic Geometry or Calculus	
	3. Arts	
	4. Chemistry or Biology (AP)	
	5. Foreign Language	
	6. Physics 1 & 2	
	7. Social Studies (AP)	

TM-6

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SEOP WORKSHEET 1

Name: ______________________

Teacher: ______________________

Period: ______________________

Date: ______________________

2 YEAR STUDENT EDUCATION PLAN

1st Preference: Cluster or Occupation ______________________

2nd Preference: Cluster or Occupation ______________________

Min Jr. High Req.

___ English
___ Math
___ Science
___ Social Studies
___ Arts
___ Computer Literacy
___ Health and PE
___ Pre. Voc. Ex.
___ Electives

TOTAL ___

7th grade	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	

8th grade	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	

SEOP WORKSHEET 2

Name: ____________________

Teacher: ____________________

Period: ____________________

Date: ____________________

4 YEAR STUDENT EDUCATION PLAN

Post High School Education Plans	
ON JOB TRAIN	
TEC/VOC SCHOOL	
COLLEGE	
GRADUATE SCHOOL	

1st Preference: Cluster or Occupation ____________________

2nd Preference: Cluster or Occupation ____________________

Min. High School Graduation Req.

___ English
___ Social Studies
___ Math
___ Computer Science
___ Science
___ Health and Phys Ed
___ Arts
___ Voc Ed
___ Electives

TOTAL ___

9th grade	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	

10th grade	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	

11th grade	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	

12th grade	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	

Name: ______________________
Teacher: ____________________
Period: _____________________
Date: ______________________

STUDENT EDUCATIONAL OCCUPATIONAL PLAN QUIZ

1. What information is contained on your Student Educational Occupational Plan?

   a. An occupational preference.
   b. School graduation requirements.
   c. Classes you want to take.
   d. Post high school preference: work, trade school, college.
   e. All of the above.

2. What is the most important way a student educational plan can help you prepare for college or work?

   a. It helps you plan the classes that will meet your career goal.
   b. It fulfills graduation requirements.
   c. It helps you become a more dependable worker.
   d. It helps you to think about the future.
   e. It helps your parents become involved with your education.

3. One of the best ways to prepare for college or work while still in high school is to:

   a. Take a yearly achievement test.
   b. Preregister for classes.
   c. Complete an annual Student Educational Occupational Plan (SEOP).
   d. Run for student council.
   e. Take foreign language and advanced math classes.

4. According to Utah State Office of Education guidelines, how often should a student complete a Student Educational Occupational Plan?

   a. In grades 7 and 8.
   b. In grades 9 and 12.
   c. In grades 7-9.
   d. Once a year.
   e. Every other year.

5. What are the three basic SEOP post high school plans?

   a. Direct entry into work, tech/Voc schools, college.
   b. Direct entry into work, public schools, private schools.
   c. Public schools, private schools, foreign schools.
   d. Trade schools, vocational schools, job retraining.
   e. Colleges, universities, graduate schools.

UTAH OCCUPATIONAL BRIEFS

ACTIVITY 5

Time Period:

30 Minutes

Objective/Goal:

The students will learn to use the Utah Occupational Briefs by listing information on a worksheet.

Supplementary Teacher Information:

The Utah Occupational Briefs were developed to give students specific information regarding Utah occupations that will be in demand through the year 2000. The briefs are divided into occupations in home economics, health, business, marketing, industrial arts, and agriculture. The division of occupations corresponds with the subjects covered in your TLC classes. The occupations were chosen because they represent where the vast majority of jobs will be when you graduate from high school and college.

The media, students, parents, and teachers have promoted the misconception that to make a good living a person must have a four-year college degree. Nothing could be further from the truth. Only about 15 to 20 percent of Utah occupations require a four-year college degree. Many of the best paying jobs are found in the technical skilled areas where students have one to two years of technical/vocational school training after high school. These high paying technical occupations require students to carefully plan their high school classes. Two of these technical occupations are robotics technicians and computer numerical control operators (CNC). To become a CNC operator or a robotics technician requires high school students to take a proper sequence of advanced math classes, a principles of technology class, specific vocational courses such as manufacturing technology, and other related courses. If students take the recommended course sequence, they will be prepared for immediate entry into an occupation or be academically prepared for technical/vocational training. Nearly all the Utah occupational briefs represent high paying, technically skilled occupations. To prepare for one of these occupations, it is essential to take the proper classes in junior and senior high school.

The occupational briefs not only cover proper course sequence, but related information such as which public schools in Utah have training for each occupation. Information regarding the nature of the work, personal traits, entry salary, job outlook, and related occupations are all covered by the occupational briefs.

Equipment and/or Supplies:

1. Overhead projector.
2. Robotics Technician transparencies.
3. Utah Occupational Briefs Worksheets.
4. Aircraft A & P Mechanic Occupational Brief.

List of Activities:

1. Teacher presents Supplemental Teacher Information Section.
2. Teacher presents overhead of Robotics Technician.
3. Students fill out worksheets on occupational briefs.

Instructional Outline:

Key Words and Definitions:

Occupational or Career Brief: A short description of the major components of an occupation.

Procedure:

1. Introduce the Utah Occupational Briefs by reading the Supplemental Teacher Information Section. Discuss Key Words and Definitions with the class.

2. Put transparency (TM1) about robotics technician on the overhead projector and discuss the following components contained in all career briefs.

    a. The Title is the first component on each career brief and contains a short description of what a person in this job does. Ask the class, "What does a robotics technician do?" (Robotics Technicians install, service, troubleshoot, maintain, and repair robots and robotics systems.)

    b. The next component, Tasks, refers to specific duties involved in the occupation. Ask a class member, "What is the first task listed?" (Reassemble robots and test.)

    c. Traits are next and deal with personality traits that are important for success in the occupation. The Traits component is subdivided into three areas: aptitudes--which are abilities that we have the potential to learn quickly; interests--things we enjoy doing as it relates to the occupation;

and temperament--or general personality characteristics that are important for success in the occupation. Ask a class member, "Name one trait from each area that is important for a robotics technician to possess: aptitudes, interests, and temperament." (Accept any answer from the three areas.)

d. Career Options deals with advancement within the occupation, training level needed as one advances, and typical entry-level salary. Ask a class member, "What is the typical entry salary for a robotics manager who has an associate (two-year) degree?" ($30,00-45,000 +) (Go through the rest of the advancements possible for a robotics technician.)

e. Work Settings refers to where people employed in the occupation typically work. (Read the seven settings where a robotics technician is most likely to be employed.)

f. Job Outlook refers to the projected growth or decline of an occupation in the future. Ask the class, "What is the projected growth for this occupation?" (Faster than average for all occupations through the year 2000.)

g. Working Conditions refers to the type of work environment one will typically encounter in this occupation. (Read list to class.)

h. Physical Demands refers to how much physical or body demands are required for this occupation. (Read list to class.)

i. Related Occupations refers to occupations that are similar in nature to the one being looked at. Ask the class, "What is one occupation that is similar to a Robotics Technician?" (Accept any of the six listed occupations.)

NOTE: PUT TRANSPARENCY TM2 ON OVERHEAD.

j. Educational Requirements refers to the minimum educational requirements for entry level into an occupation. A Robotics Technician needs a high school diploma and some technical college with on-the-job training for employability.

k. Suggested Four-Year Course is the most important part of the occupational brief. This shows what sequence of classes a student should take in high school to prepare for the occupation. (NOTE: The teacher should carefully go through the legend showing recommended vocational courses and recommended support courses. Core subjects such as math and science will vary according to the occupation.) Ask a student, "What is the sequence of recommended vocational courses in grades 9-12?" (Point to these on the transparency as a student answers.) Ask a student, "What are the recommended support classes in grades 9-12?" (Point to these on the overhead as they are said.)

I. Locations Offering Programs or Related Courses lists the public Utah schools that offer training for the occupation. (Show the students that the *Asterisk represents schools offering comprehensive training and the [ ] box symbol represents schools that only offer some training.) Ask the class, "What are the five schools in Utah that offer comprehensive training for robotics technician?" (Ogden-Weber Applied Technology Center, Sevier Valley Tech Applied Technology Center, Salt Lake Community College, Utah Valley Community College, and Weber State University.)

3. The teacher distributes the Utah Occupational Briefs Worksheets, plus the career brief on Aircraft Mechanics to the students and says, "Now that you are familiar with the content of an occupational brief, I want you to fill out an occupational brief worksheet on an Aircraft Mechanic. This is also the quiz for this activity so work alone."

Evaluation(s):

Students should answer 11 of 16 worksheet questions correctly for activity credit.

Answer Key(s):

"Utah Occupational Brief" Worksheet

1. $25,000 - $30,000
2. Grow

3. False
4. True

5. Must list three of the following:
   Aviation hangers, Federal Aviation Administration, Commercial Freight Airline Companies, U.S. Military Bases, independent repair shops, commercial airline companies, military aviation installment sites.
6. True

7. Any one of the following:
   General aviation; working with tools, equipment and machinery; solving mechanical problems.
8. False

9. 1900
10. Basic Auto Tech

11. Computer Info. Tech
12. Dixie College, Salt Lake Community College, Utah State University

Name: ______________________
Teacher: ______________________
Period: ______________________
Date: ______________________

UTAH OCCUPATIONAL BRIEF WORKSHEET

1. What is the typical entry salary range for an Aircraft Mechanics Crew Chief?

   ____

2. The Job Outlook for Aircraft Mechanics is going to: grow or decline. (Circle the correct answer.)

3. Aircraft mechanics usually work outdoors. True or False. (Circle the correct answer.)

4. Good eye-hand coordination is important in this occupation. True or False. (Circle the correct answer.)

5. List three places aircraft mechanics typically work:

   a. ______________________

   b. ______________________

   c. ______________________

6. A personality trait important for Aircraft Mechanics is that they can work to strict and detailed standards. True or False. (Circle the correct answer.)

7. List one interest that is important for Aircraft Mechanics.

   ____

8. A computer programmer is an occupation related to an Aircraft Mechanic. True of False. (Circle the correct answer.)

9. An Aircraft Power Plant Mechanic requires ________________ hours of FAA approved schooling.

10. What is the recommended vocational class that should be taken in tenth grade?

____

11. What is a recommended support class that should be taken in ninth grade?

____

12. What are the three Utah Schools that offer comprehensive training programs for Aircraft Mechanics?

a. _____________________________________

b. _____________________________________

c. _____________________________________

NO. 21 - ROBOTICS TECHNICIAN

Utah Occupational Briefs

Robotics Technicians install, service, troubleshoot, maintain and repair robots and robotic systems. Robotic Technicians employed by robot manufacturers also assist in the application and design of robots and their manufacture and testing.

TASKS:

- Install robotics systems at user sites
- Provide start-up assistance to users
- Fine-tune robots for performance and accuracy
- Program robots for desired movements
- Diagnose problems and repair robot hydraulic system
- Troubleshoot installed robots to determine cause of malfunction
- Disassemble robots
- Repair or replace defective circuit boards, sensors, controllers, etc.
- Reassemble robots and test

TRAITS:

APTITUDES:

- Perform basic math operations efficiently
- Spatial perception
- Apply mechanical reasoning principles
- Do a variety of work tasks

INTERESTS:

- Industrial type activities
- Enjoy working with tools
- Enjoy working with high technology equipment and materials
- Mechanical, scientific activities
- Enjoys physical activity

TEMPERAMENT:

- Works well under stress
- Works effectively with people
- Can work to strict and detailed standards
- Can apply knowledge from past experience

CAREER OPTIONS FOR ROBOTICS TECHNICIANS:

	Typical Entry Level Salary
Robotics Technician	$17,000-20,000+
Robotics Manager (Associate's Degree)	$30,000-45,000+
Design or Application Engineer (Bachelor's Degree)	$45,000-49,000+
Director of Automation (Master's Degree)	$60,000+

ROBOTICS TECHNICIANS MAY WORK IN THE FOLLOWING SETTINGS:

- Auto and Truck Manufacturing Plants
- Textile Plants
- Industrial Plants
- Robot Manufacturing Plants
- Food Processing Industries
- Chemical Plants
- Nuclear Facilities

JOB OUTLOOK:

Job opportunities for Robotics Technicians are expected to grow faster than average through the year 2000. Most jobs are available in states with heavy concentrations of manufacturing plants.

WORKING CONDITIONS:

- Manufacturing plant or well-equipped test labs
- Production areas may be noisy, and dirty
- Often work in teams
- Overtime may be necessary
- Some travel may be required

PHYSICAL DEMANDS:

- Climbing, balancing, kneeling, stooping
- Normal vision required, naturally or with correction
- Medium lifting required
- Active, strenuous work

RELATED OCCUPATIONS:

- Computer Service Technician
- Industrial Equipment Repairperson
- CNC Operator
- Electronics Technician
- Engineering Technician
- Electrician

D.O.T. 626.281-010

See educational information on reverse side.

EDUCATIONAL REQUIREMENTS: Utah Occupational Briefs

- High School Diploma (with on-the-job training)
- Vocational-Technical Training (with on-the-job training)

Indicates minimum requirements.

SUGGESTED FOUR-YEAR COURSE:

9TH GRADE

- * (LA) Language Arts (1)
- * (M) Pre/Beg. Algebra (1)
- * (SS) Social Studies (.5 or 1)
- * (HL) Part.Skills & Tech (.5)
- * (FA) Fine Arts (.5)
- ***Manuf. Materials Process.(.5)***
- ***Tech. Ed.-Communication (.5)***
- □ Computer Info. Tech (.5)
- Electives

10TH GRADE

- * (LA) Language Arts (1)
- * (M) Applied Mathematics (1)
- * (SS) Social Studies (.5 or 1)
- * (S) Biological Science (1)
- * (HL) Consumer Health (.5)
- * (HL) Fitness for Life (.5)
- ***Basic Elect./Electronics (1)***
- Electives

11TH GRADE

- * (LA) Language Arts (1)
- * (M) Adv. Alg./Trig (1)
- * (SS) Social Studies (1)
- * ***(S) Principles of Tech. (1)***
- * (HL) Ind.Lifetime Activities (.5)
- * (FA) Fine Arts (.5)
- ***Occ. Comp. Program. I (1)***
- Electives

12TH GRADE

- * (FA) Fine Arts (.5)
- ***Work-Based Training (Co-op/Intern./Cust.Fit)***
- ***Electronics Tech. I-II (2)***
- ***Occ. Computer Prog.II-III(2)***
- □ Basic Drafting Tech. (1)
- Electives

* Indicates state graduation requirements. Additional district requirements may vary.
Legend: (FA)=Fine Arts, (HL)=Healthy Lifestyles, (LA)=Language Arts, (M)=Math, (S)=Science, (SS)=Social Studies.
Recommended vocational courses for this occupation are in bold type. Students must complete one credit of Vocational Education to satisfy state graduation requirements.
□ Recommended support courses.

Participation in V.I.C.A. as an integral part of the Trade, Industrial, and Technical Education program is strongly recommended.

LOCATIONS OFFERING PROGRAMS OR RELATED COURSES:

Utah Public High Schools

Electronics programs are offered in most Utah high schools.

For additional information contact:

A Career Counselor at your school

or

Trade, Industrial, Technical Specialist
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111
(801) 538-7500

No.21-11/90

Applied Technology Centers

Bridgerland A.T.C.
1301 North 800 West
Logan, UT 84321-3228
(801) 753-6780

Davis A.T.C.
550 East 300 South
Kaysville, UT 84037
(801) 546-4134

* Ogden/Weber A.T.C.
559 East AVC Lane
Ogden, UT 84404-3939
(801) 621-2373

Salt Lake Skills Center
1040 West 700 South
Salt Lake City, UT 84104
(801) 586-7715

* Sevier Valley A.T.C.
800 West 2nd South
Richfield, UT 84701
(801) 896-8202

Uintah Basin A.T.C.
1100 East Lagoon Street
Roosevelt, UT 84066
(801) 722-4523

* Comprehensive Program
□ Some Courses

Colleges

College of Eastern Utah
Price, UT 84501
(801) 637-2120

College of Eastern Utah
San Juan Center
Box 729
Blanding, UT 84511
(801) 678-2201

Dixie College
St. George, UT 84770
(801) 673-4811

* Salt Lake Community College
4600 Redwood Road
Salt Lake City, UT 84130
(801) 967-4227

Snow College
150 East College Avenue
Ephraim, UT 84627
(801) 283-4021

* Utah Valley Community College
800 W 1200 S
Orem, UT 84058
(801) 222-8000

Universities

Southern Utah University
Cedar City, UT 84720
(801) 586-7715

University of Utah
Salt Lake City, UT 84112
(801) 581-7200

Utah State University
Logan, UT 84322
(801) 750-1129

* Weber State University
3750 Harrison Boulevard
Ogden, UT 84408
(801) 626-6001

Additional training opportunities may also be available through various private educational institutions in the state

On the following two pages you will find a second overlay illustating the codes used in the sections titled "Suggested Four-year Course" and "Locations Offering Programs or Related Courses." (NO. 21 -- Paralegal)

NO. 21 - PARALEGAL (LEGAL ASSISTANT) Utah Occupational Briefs

Paralegals, or Legal Assistants, research law, investigate facts and prepare documents to assist lawyers.

TASKS:

- Organize and index documents and files
- Research information
- Summarize depositions
- Prepare inheritance tax forms
- Interview clients
- Draft organizational documents for corporation
- Draft minutes of corporation meetings
- Draft deeds, leases and contracts of purchases and sales
- Prepare case histories

TRAITS:

APTITUDES:

- Effective verbal/written communication skills
- Perform research and detailed work

INTERESTS:

- Working with people in business environment
- Sharing ideas
- Research and investigative work

TEMPERAMENT:

- Cooperative and courteous
- Patient
- Detail oriented
- Work well under pressure

CAREER OPTIONS FOR PARALEGALS:

	Typical Entry Level Salary
Paralegal (Legal Assistant)	$17,000-30,000

PARALEGALS MAY WORK IN THE FOLLOWING SETTINGS:

- Law Firms
- Community Legal Services
- Government Agencies
- Corporations

JOB OUTLOOK:

The demand for Legal Assistants is very high. This occupation is one of the top fifty occupations in demand in Utah for the 1990's.

WORKING CONDITIONS:

- Indoors
- Frequent overtime
- Irregular hours
- Occasional travel

PHYSICAL DEMANDS:

- Prolonged sitting
- Light lifting required
- Stressful work load

RELATED OCCUPATIONS:

- Title Examiners
- Appeals Referees
- Contract Clerks
- Legal Investigators
- Abstractors
- Claim Examiners

.T. 119.267.026

See educational information on reverse side.

EDUCATIONAL REQUIREMENTS:

- High School Diploma
- Associate's Degree
- Paralegal Degree (4-year program)

- Indicates minimum requirements.

SUGGESTED FOUR-YEAR COURSE:

9TH GRADE

- * (LA) Language Arts (1)
- * (M) Pre/Beg. Algebra (1)
- * (SS) Social Studies (.5 or 1)
- * (HL) Part.Skills & Tech. (.5)
- * (FA) Fine Arts (.5)
- ***Keyboarding 1-2 (1)***
- □ Bus. & Comp. Dynamics (.5)
- Electives

10TH GRADE

- * (LA) Language Arts (1)
- * (M) App. Mathematics (1)
- * (SS) Social Studies (.5 or 1)
- * (S) Biological Science (1)
- * (HL) Consumer Health (.5)
- * (HL) Fitness for Life (.5)
- ***Bus. Info. Technology (.5)***
- ***Word Processing I (.5)***
- Electives

11TH GRADE

- * (LA) App. Communication (1)
- * (SS) Social Studies (1)
- * (FA) Fine Arts (1)
- * (HL) Ind.Lifetime Act. (.5)
- ***Word Processing II (.5)***
- ***Business Law (.5)***
- □ Shorthand I-II (1)
- ***Electives***

12TH GRADE

- * (SS) Economics-Voc. (.5-1)
- * (FA) Fine Arts (.5)
- * (S) Physical Science
- ***Work-Based Training (Co-op/Intern./Cust.Fit)***
- ***Business Procedures (.5)***
- ***Bus. Comp. Applications (.5)***
- ***Bus. Communications (.5)***
- □ Business Management (.5)
- Electives

* Indicates state graduation requirements. Additional district requirements may vary
Legend: (A)=Art, (HL)=Healthy Lifestyles, (LA)=Language Arts, (M)=Math, (S)=Science, (SS)=Social Studies
Recommended vocational courses for this occupation are in bold type. Students must complete one credit of Vocational Education to satisfy state graduation requirements.
□ Recommended support courses.

Participation in F.B.L.A. as an integral part of the Business program is strongly recommended.

LOCATIONS OFFERING PROGRAMS OR RELATED COURSES:

Utah Public High Schools

Business Education courses supporting this occupational program are offered in all Utah high schools.

For additional information contact:

A Career Counselor at your School
or

Business Education Specialist
Utah State Office of Education
250 East 500 South
Salt Lake City, Utah 84111
(801) 538-7500

Applied Technology Centers

□ Bridgerland A.T.C
1301 North 600 West
Logan, UT 84321-3228
(801) 753-6780

□ Davis A.T.C.
550 East 300 South
Kaysville, UT 84037
(801) 546-4134

□ Ogden/Weber A.T.C.
559 East AVC Lane
Ogden, UT 84404-3939
(801) 621-2373

□ Salt Lake Skills Center
1040 West 700 South
Salt Lake City, UT 84104
(801) 586-7715

□ Sevier Valley A.T.C.
800 West 2nd South
Richfield, UT 84701
(801) 896-8202

□ Uintah Basin A.T.C.
1100 East Lagoon Street
Roosevelt, UT 84066
(801) 722-4523

* Comprehensive Program
□ Some Courses

Colleges

□ College of Eastern Utah
Price, UT 84501
(801) 637-2120

□ College of Eastern Utah
San Juan Center
Box 729
Blanding, UT 84511
(801) 678-2201

□ Dixie College
St. George, UT 84770
(801) 673-4811

□ Salt Lake Community College
4600 Redwood Road
Salt Lake City, UT 84130
(801) 967-4227

□ Snow College
150 East College Avenue
Ephraim, UT 84627
(801) 283-4021

* Utah Valley Community College
800 W 1200 S
Orem, UT 84058
(801) 222-8000

Universities

Southern Utah University
Cedar City, UT 84720
(801) 586-7715

□ University of Utah
Salt Lake City, UT 84112
(801) 581-7200

□ Utah State University
Logan, UT 84322
(801) 750-1129

□ Weber State University
3750 Harrison Boulevard
Ogden, UT 84408
(801) 626-6001

Additional training opportunities may also be available through various private educational institutions in the state

Professional Organizations

BEST COPY AVAILABLE

NO. 1 - AIRCRAFT MECHANIC (A & P)

Utah Occupational Briefs

Aircraft Mechanics, also known as airframe and power plant mechanics (A & P), inspect, repair and service all types of aircraft engines, mechanical systems, hydraulic systems and all other air frame components.

VOCATIONAL EDUCATION trade ind & tech APPLIED TECHNOLOGY TRAINING UNLIMITED

TASKS:

- Repair, replace and assemble aircraft parts and frames
- Maintain and repair aircraft engines, propellers, pumps, and fuel, oil, and water injection systems
- Operate and test engines and other mechanical and electrical components
- Certify aircraft for air worthiness
- Disassemble and inspect component parts and reassemble

TRAITS:

APTITUDES:

- Perform basic math operations efficiently
- Apply mechanical reasoning principles
- Good eye-hand coordination
- Do a variety of tasks

INTERESTS:

- Solving mechanical problems
- Working with tools, equipment and machinery
- General aviation

TEMPERAMENT:

- Can work to strict and detailed standards
- Enjoys working alone
- Enjoys physical activity
- Works well with people

CAREER OPTIONS FOR AIRCRAFT MECHANICS:

	Typical Entry Level Salary
Licensed (A&P) Aircraft Mechanics	$15,000-25,000
Crew Chief	$25,000-30,000
Inspector	$30,000-35,000
Fixed Based Operator	Not Available

AIRCRAFT MECHANICS MAY WORK IN THE FOLLOWING SETTINGS:

- Aviation Hangars
- Federal Aviation Administration
- Commercial Freight Airline Companies
- U.S. Military Bases
- Independent Repair Shops
- Commercial Airline Companies
- Military Aviation Installment Sites

JOB OUTLOOK:

Employment opportunities for licensed aircraft mechanics are expected to grow through the year 2000.

WORKING CONDITIONS:

- Usually indoors, but some work may be outdoors in all-weather situations
- May require shift work
- Work independently of others
- Strict, high technology standards

PHYSICAL DEMANDS:

- Climbing, stooping, bending, kneeling, crouching, crawling
- Medium lifting required
- Enduring excessive noise and vibration at times
- Full use of arms and legs needed
- Normal eyesight required, naturally or with correction

RELATED OCCUPATIONS:

- Automotive Technician
- Telephone Maintenance Technician
- Heavy Mobile Equipment Mechanic
- Electrician
- Heavy Duty Mechanic (Diesel)
- Elevator Repairperson
- Small Engine Technician

D.O.T. 621.281-014

See educational information on reverse side.

EDUCATIONAL REQUIREMENTS: Utah Occupational Briefs

- High School Diploma or GED
- Vocational-Technical Training (2 years)
- On-the-Job Training (unspecified time)
- F.A.A. Mechanic (A & P) License
  - Airframe Mechanic requires 750 hours of airframe schooling
  - Power Plant Mechanic requires 1900 hours of FAA approved schooling

• Indicates minimum requirements.

SUGGESTED FOUR-YEAR COURSE:

9TH GRADE

- * (LA) Language Arts (1)
- * (M) Pre/Beg Algebra (1)
- * (SS) Social Studies (.5 or 1)
- * (HL) Part.Skills & Tech (.5)
- * (FA) Fine Arts (.5)
- ***Power Trans. Energy/ Small Engine Repair (.5)***
- □ Computer Info. Tech. (.5)
- Electives

10TH GRADE

- * (LA) Language Arts (1)
- * (M) Applied Mathematics (1)
- * (SS) Social Studies (.5 or 1)
- * (S) Biological Science (1)
- * (HL) Consumer Health (.5)
- * (HL) Fitness for Life (.5)
- ***Basic Automotive Tech. (.5)***
- Electives

11TH GRADE

- * (LA) Language Arts (1)
- * (SS) Social Studies (1)
- * (S) Principles of Tech. (1)
- * (HL) Ind.Lifetime Act. (.5)
- * (FA) Fine Arts (.5)
- ***Air Frame/Power Plant Mechanics (2)***
- Electives

12TH GRADE

- * (FA) Fine Arts (.5)
- ***Work-Based Training (Co-op/Intern./Cust.Fit)***
- ***Air Frame/Power Plant Mechanics (2)***
- □ Basic Electronics Tech (1)
- □ Welding Processes (1)
- □ Occ. Computer Program. (.5)
- □ Machine Shop (.5)
- Electives

* Indicates state graduation requirements. Additional district requirements may vary.

Legend: (FA)=Fine Arts, (HL)=Healthy Lifestyles, (LA)=Language Arts, (M)=Math, (S)=Science, (SS)=Social Studies.

Recommended vocational courses for this occupation are in bold type. Students must complete one credit of Vocational Education to satisfy state graduation requirements.

□ Recommended support courses.

Participation in V.I.C.A. as an integral part of the Trade, Industrial, and Technical Education program is strongly recommended.

LOCATIONS OFFERING PROGRAMS OR RELATED COURSES:

Utah Public High Schools

Trade, Industrial, and Technical courses supporting this vocational program are offered in most Utah high schools.

For additional information contact:

A Career Counselor at your school

or

Trade, Industrial, Technical Specialist
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111
(801) 538-7500

Applied Technology Centers

Bridgerland A.T.C.
1301 North 600 West
Logan, UT 84321-3228
(801) 753-6780

Davis A.T.C.
550 East 300 South
Kaysville, UT 84037
(801) 546-4134

Ogden/Weber A.T.C.
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Ogden, UT 84404-3939
(801) 621-2373

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(801) 586-7715

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(801) 896-8202

Uintah Basin A.T.C.
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Roosevelt, UT 84066
(801) 722-4523

* Comprehensive Program
□ Some Courses

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College of Eastern Utah
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Box 729
Blanding, UT 84511
(801) 678-2201

* Dixie College
St. George, UT 84770
(801) 673-4811

* Salt Lake Community College
4600 Redwood Road
Salt Lake City, UT 84130
(801) 967-4227

Snow College
150 East College Avenue
Ephraim, UT 84627
(801) 283-4021

Utah Valley Community College
800 W 1200 S
Orem, UT 84058
(801) 222-8000

Universities

Southern Utah University
Cedar City, UT 84720
(801) 586-7715

University of Utah
Salt Lake City, UT 84112
(801) 581-7200

* Utah State University
Logan, UT 84322
(801) 750-1129

Weber State University
3750 Harrison Boulevard
Ogden, UT 84408
(801) 626-6001

Additional training opportunities may also be available through various private educational institutions in the state.

CHOICES JR

ACTIVITY 6

Time Period:

1-2 class periods

Objective/Goal:

Students will understand how increasing self-knowledge affects career decision making by taking a computerized career exploration system.

Supplementary Teacher Information:

"Choices Jr" is a licensed computerized career system based on the premise that self-knowledge is the foundation of career exploration. The program shows how career choices are impacted by our changing interests, needs, abilities, attitudes, and academic preparation. "Choices Jr" challenges students to compare their occupational choices with their unique personalities. Students learn that their unique interests, educational goals, desired working conditions, personality, lifestyle, favorite school subjects, and abilities can be matched to specific occupations. Students learn there is a rational approach to deciding what occupations they should consider even though their wants and needs change over time. This career decision-making process can be used throughout one's lifetime. It is unacceptable to leave career decision making to chance.

The results of using "Choices Jr" will be increased knowledge and awareness of:

1. Personal needs, abilities, attitudes, and expectations.

2. The World of Work and career alternatives.

3. The impact of personal needs on the number and type of career alternatives available to them.

4. The impact of career decisions upon one's life.

5. The process of career decision making and personal priority setting.

6. The need to take career exploration seriously and to strive toward well-informed decisions.

NOTE: It is critical for the teacher to take the "Choices Jr" program. The teacher will then be able to answer questions as they arise. The teacher should be familiar with the "Choices Jr" Reference Manual. This is the only TLC guidance lesson that cannot be taught to the entire class (unless the teacher has access to a computer for each student). Most teachers will use this as a regular TLC module students should complete during the TLC course. The student worksheet was designed so students can do this activity individually. The TLC teachers will need to determine who will give this activity.

Equipment and/or Supplies:

1. Computer(s).
2. "Choices Jr" Key Disk(s).
3. "Choices Jr" Run Disk(s).
4. Student worksheets.

List of Activities:

1. Teacher introduces "Choices Jr" by giving the Supplementary Teacher Information to the entire class or individual(s).
2. Students take the "Choices Jr" module sometime during the TLC program.
3. Students go through the "Choices Jr" tutorial, take the activity checklist, and explore an occupation within a career field.
4. Students fill out their "Choices Jr" worksheets.

Instructional Outline:

Procedure:

1. Teacher should copy the proper instructions for operating "Choices Jr" from the **Choices Jr Reference Manual**. The operating instructions will depend upon the type of computer and computer software you are using. It may be helpful to laminate operating instructions for each computer site. (Most students require minimal instruction for completing this user friendly program.)
2. Give students the disks necessary to run the program.
3. Have the students answer the "Choices Jr" worksheets as they go through the computer program.

4. Teachers have the option of permitting students to spend additional time with "Choices Jr" after they finish the worksheets. The students may want to check out addi-tional occupations or go to the menu options to see how other areas affect occupa-tional choices.

Evaluation(s):

For activity credit, students should complete the "Choices Jr" worksheets.

Answer Key(s):

None.

Name: ______________________

Teacher: ______________________

Period: ______________________

Date: ______________________

CHOICES JR CHECKLIST WORKSHEET

After booting-up the "Choices Jr" program, follow the steps below.

STEP A. Type in your first name. ______________________

STEP B. Have we spoken to each other before? Type in "N" for no.

STEP C. It's up to you. What would you like to do first? Type 1: Learn how to go about exploring your career future. (As you go through "Choices Jr," answer the questions on your worksheet.)

1. What do the domes represent? ______________________
2. How many career fields are in the World of Work? __________
3. What career field did you choose to look at? ______________
4. What group did you look at in the career field? ______________

STEP D. After you have looked at the occupational group, the computer will ask: "Would you like a printout of this?" Type "Y" for yes. (If you are not hooked up to a printer, type "N" for no.)

5. Your course through the universe of career choices is called your career

   ______________________. (Fill in the blank.)

STEP E. You will reach a decision point in the tutorial where the computer will ask: "Which would you like to do? TYPE "1" to go on discussing how to explore for careers.

6. Before you can investigate careers, you must start by exploring

   ______________________________. (Fill in the blank.)

As you continue through the tutorial, you will learn about how your interests, educational aspirations, working conditions, personality, life-style, school subjects, and abilities affect your occupational choices.

STEP F. After you have covered these topics, the computer will ask: "What would you like to do now? **TYPE** "2" for exploring career fields meeting your needs.

STEP G. The tutorial will reach a point where it reads, "We can explore the World of Work in three different ways. You can use one, two, or all three of them."

"Where do you want to begin?" **TYPE** "1" for Activity Checklist.

"Have you already completed your Activities Checklist in class?" **TYPE** "N" for no.

You will go through a short activities list tutorial.

7. How many questions are in the activities checklist if you answer all of them? ______________________ (Fill in the blank.)

You may choose to answer all activity questions or stop at forty or eighty questions for your results. The more questions you answer, the more accurate the results.

After you have completed your activities checklist, it will show you which career fields have the most relationship to your choices.

STEP H. It will then ask: "What would you like to do now?" **TYPE** "1" for "Land and check out some career fields."

8. What is the letter of the career field at the top of your screen? ______

Type in the letter of the career field now.

Is this the one you want? **TYPE** "Y" for yes.

The computer will display groups within your career field. Choose any one you want to explore.

STEP I. After you have looked at the occupation, make a printout of it. When the computer asks: "Would you like a printout of this?" **TYPE** "Y" for yes. Attach the printout to your worksheet. (If you are not hooked up to a printer, type "N" for no.)

9. Whether you are hooked to a printer or not, list the occupation you looked at: ______________________________

This is the end of the worksheet. Type "4" for "Call it a day."

JOB SEEKING: HOW CAN I SUCCEED?

ACTIVITY 7

Time Period:

50 Minutes

Objective/Goal:

The purpose of this activity is to enable students to utilize a wide variety of actions that will aid them in locating jobs.

Supplementary Teacher Information:

Sooner or later, virtually all students will find themselves in the position of needing employment. Assuming they have assessed themselves well and have made key decisions about the kind of work they are seeking, the next vital skill they will utilize is that of finding information about jobs that are available. Activities and information provided in this unit should prove useful to you in your efforts to facilitate the students toward this outcome.

Equipment and/or Supplies:

1. Overhead Projector.
2. Transparencies of "Sources of Information About Job Openings." (Masters are included in the lesson packet.)

List of Activities:

1. Class discussion.
2. Teacher lecture/presentation.
3. Students take quiz.

Instructional Outline:

Key Words and Definitions:

There are possibly many new terms introduced in this lesson through the teacher presentation using transparencies. Teachers will need to take extra time during the discussion to clarify terms and discuss meanings.

Procedure:

Present the following information.

Sources of Information About Job Openings

INFORMATIONAL INTERVIEWS

This is an innovative and effective approach to job seeking! First, you find a job you want, and then you interview the person who could hire you. Here's how it works!

1. Seek information about possible employers from the following sources:
    - Network of people you know.
    - Yellow Pages.
    - Directories.
    - Library.
    - News Media.
2. Make a list of the places where you would most like to work.
3. Set up an interview with the person who would be able to hire you.
4. Go for the interview but only to get information about the job, the company, the workplace, etc.
5. Make a record of what you learn and follow-up later to check on job openings.

What's good about this approach?

1. You can do it yourself. You do not have to rely on some other service from the government or company.
2. It has been proven to be more effective for many people.
3. You are more likely to get a job you really want.
4. Because you ask the questions, you are less nervous and make a better impression.
5. You have a chance to see the job before you have to decide if you really want it.

What is not so good about this approach?

1. It takes time and effort to set up.
2. You have to be assertive.
3. It may require new behavior for you which may be difficult.

Sources of Information About Job Openings

STATE EMPLOYMENT AGENCIES

(Job Service)

This is one of the most common methods because it is easy and free. Follow these simple steps:

1. In Utah, look in the white pages of the telephone directory under Job Service, or in the state government section. Offices are located in most major cities.
2. Call the office and ask about the steps you need to take in order to get help.
3. Visit the office, fill out the necessary forms, and use the job information as they give it to you.

How this method helps:

1. Job Service receives more job listings than any other source.
2. There are many convenient locations.
3. They offer computerized lists of available jobs in many cities (large or small) that are up-to-date.
4. Job Service provides job and career counseling as well as proficiency and aptitude testing.
5. They charge no fees for services.

It has a couple of weaknesses:

1. Many people who find jobs through Job Service do not keep their job very long.
2. Counseling services usually give only help in finding a job and not in helping you look at other important things such as interests, values, and short- and long-term goals.

Sources of Information About Job Openings

LIBRARIES

This one is good because most people are familiar with libraries; they are free, and many of the other sources are available in one place.

Some suggestions:

1. Locate the libraries. They are listed in the white pages of the telephone book.
2. Talk to the librarian about what you are doing and the information for which you are looking.
3. Ask for suggestions to help in your search.

Some positive points about libraries:

1. They have books, directories, telephone books, guides, newspapers, magazines, etc. (A gold mine!)
2. You receive free service.
3. You get personal attention.
4. You save time by finding many sources in one place.

The big disadvantage with libraries is that if they are small, there may not be many sources available.

Sources of Information About Job Openings

WORD OF MOUTH

This method is as good as the numbers and types of people you know. You consider all of your friends, relatives, school associates, co-workers, and their friends and relatives.

Using this method means:

1. Not keeping your job search a secret. The more people who know, the greater your chances of success.
2. Contact as many employers as possible. Even if they don't have a job opening now, they will have you in mind as jobs become available.

The benefits of this approach:

Just one! Some studies show that 80 percent of working people found their job "through the grapevine."

Its weakness:

If you already have a job, you may not want the boss or other workers to know you are looking for a new job.

Sources of Information About Job Openings

NEWS MEDIA

This method means you must pay close attention to news information you hear or see through newspapers, radio, television, or news magazines.

It works as follows:

1. Watch for news items that feature new businesses or future job opportunities that may be coming into the area.

   Examples are:

   > "Government awards contract to General Hospital to expand facilities."
   >
   > "Construction on new highway will begin next month."
   >
   > "Grand opening of new grocery store will take place soon."
   >
   > "Exco will be opening a new plant this fall."

2. Be a detective. Make calls or write letters to find out about these projects, who the contractors are, where to apply for openings in stores, etc.

The advantages of this method:

1. You can learn about jobs before ads appear and the competition gets tough.
2. Your "early-bird" approach will probably make a good impression on the employers.

A couple of disadvantages:

1. You must be alert, ambitious, and assertive.
2. It can be very time consuming.

Sources of Information About Job Openings

WANT ADS IN NEWSPAPERS

The daily newspaper has lists of job openings (often pages of them) complete with job descriptions, possible pay, requirements of applicants, telephone numbers, etc. For the cost of the paper (perhaps 50 cents), you have access to many jobs.

To use this method:

1. Buy a newspaper for the city or area where you are seeking a job.
2. Find the "Want Ads" section, usually the last section of the paper.
3. Jobs are listed alphabetically by job title, but since some of the best jobs have unlikely titles, you should skim read the entire section looking for the jobs that seem interesting. (Refer to the Transparency of a Want Ad page.)
4. Write down important information or, better yet, clip out the ads of interest.
5. Call and make appointments to see employers about the jobs you have selected.

Good things about Want Ads:

1. They provide an inexpensive way to get information--delivered or at newsstands.
2. The listings are updated daily and openings are current.

Some not-so-good things about Want Ads:

1. Few people, about 15 percent, actually find jobs through Want Ads.
2. You must be cautious about "come-on" ads that promise fantastic jobs but require a money investment.
3. Lots of competition. Sometimes hundreds of people respond to newspaper ads.

Sources of Information About Job Openings

OTHER SOURCES

Besides the six sources you have seen so far, there are probably at least twenty more. Your imagination is the limit on ways to find out about jobs and let employers know about you.

Here is a brief summary of some of the other sources you can use.

1. Yellow Pages of the phone book. Read through the index at the back of the Yellow Pages to locate categories of jobs you would like, look up specific companies, and check them out.

2. Professional Journals, Newsletters, Trade Magazines. Listings are printed in these magazines which can be found in libraries or through friends who work in these fields. Examples of such magazines are: Publisher's Weekly, American Journal of Public Health, and Pipeline and Gas Journal.

3. Unions. Look in the Yellow Pages for "Unions." Visit their offices to obtain written material or ask questions of union officials who may have inside information about jobs.

4. Government Personnel Offices. State, county, and city governments, as well as school districts, have lists of openings available at their personnel offices.

5. Private Employment Agencies. These agencies charge a fee to help you find a job. (Sometimes the fees are very high -- like half of your first and/or second paychecks.)

6. College Placement Officers. If you go to college, a technical school, or other specialized school, you will find that most of them have a placement or job-finding service. Placement counselors receive information from employers who are looking for help in the field for which you have been trained. They will often arrange interviews with employers.

Evaluation(s):

For quiz credit, students should answer 4 of 6 questions correctly.

Answer Key(s):

"Job Seeking: How I Can Succeed?" Quiz

1. D
2. A

3. C
4. D

5. D
6. C

Name: ______________________________

Teacher: ____________________________

Period: _____________________________

Date: _______________________________

JOB SEEKING: HOW CAN I SUCCEED?

QUIZ

1. An advantage of looking for a job at Job Service is:

   a. More current listings than any other source.
   b. Most successful approach.
   c. Lots of sources in one location.
   d. All of the above.

2. One more modern and successful way of looking for jobs that helps job seekers get advance information, often before jobs are even advertised is:

   a. Information interviews.
   b. Want Ads.
   c. Libraries.
   d. Employment agencies.

3. What does it mean to find a job "through the grapevine?"

   a. Checking at the local grocery store.
   b. Applying at private agencies.
   c. Checking with friends, relatives, neighbors, everyone you know (word-of-mouth).
   d. Checking at government offices.

4. Using the media (radio, TV, newspaper articles) for job information is very effective for:

   a. Getting information about many possible job openings.
   b. Getting job information easily without being assertive.
   c. Getting the names of many employers.
   d. Getting to the job before anyone else.

5. Sources of information that are easy and inexpensive include:

   a. Want Ads.
   b. Job Service.
   c. Grapevine.
   d. All of the above.

6. Information interviews are:

   a. Interviews where the employer calls you in to see if he/she want you.
   b. Interviews where workers ask you questions to see whether or not they can work with you.
   c. Interviews in which you ask questions of employers to see if you want to work for them.
   d. Interviews with job counselors to see the kind of job for which you are qualified.

JOB SEEKING PART II:

THE TEENAGER'S GUIDE FOR FINDING JOBS

ACTIVITY 8

Time Period:

50 minutes

Objective/Goal:

This activity is designed to assist students in applying the job-finding skills that were taught in Lesson 7 as they seek part-time or summer employment while still in school.

Supplementary Teacher Information:

This lesson is designed to be taught following "Job Seeking, Part I," but it could be used independently. An excellent time to use this lesson is just prior to dismissal for summer vacation; although, students will find many helpful ideas that could be used anytime.

Equipment and/or Supplies:

1. Copies of "The Teenager's Guide For Locating or Creating Jobs" for the students.
2. Copies of the handout "Small Business Application Form."

List of Activities:

1. Class reading and discussion of the handout.
2. Small group discussion and formation of a new business.

Instructional Outline:

Procedure:

1. Each student should receive a copy of the guide. Then, the teacher may lead a discussion of each section of the guide using the following questions for discussion.

Sample Questions:

Child Labor Laws:

1. Why do you suppose the Legislature has passed laws restricting youth from certain jobs?
2. How do you feel about the decisions they have made about which jobs young people should not have?
3. Do the limits on hours spent on jobs seem reasonable?

Work For Someone Else:

1. What experience have you had finding a summer or part-time job?
2. What are some of the factors that limit the jobs you can find as a teenager?
3. What would you say is the best way to find a summer or part-time job? (Refer to some of the ideas in Part I. How do these job-finding ideas relate to teens?)

Start Your Own Business:

1. What experience have you had in starting your own business?
2. Those who have started a business may wish to share the reasons why the business did or did not succeed.
3. How could starting your own business pay off in ways other than earning some money?

Volunteer Service:

1. What experience have you had in doing volunteer services?
2. What rewards can be found by doing volunteer work?

2. Divide the class into small groups. Have them develop their own small business using the "Guide" for idea starters and the "Small Business Application Form" to structure their business.

3. As a possible homework assignment, have the students actually begin to search for a job.

THE TEENAGER'S GUIDE FOR LOCATING OR CREATING JOB OPENINGS

You have probably just had a lesson in one of your school classes on the different ways you can obtain information about jobs. "What good," you may ask, "is this information to me? After all, I still have about five or six years of schooling left before I will need a job."

NOT SO! Most of you will have a job before then. Possibly, a summer or after-school job. Something that earns a little extra pocket-change or even better, a job in which you can earn enough to reach some of your personal, financial goals. This guide gives a few ideas that will help you find a job right now!

Child Labor Laws

First of all, let's be realistic about what jobs you cannot get. Laws in Utah which were written to protect young people have the negative effect of limiting your range of job possibilities.

For example:

> "A minor under the age of 16 may not be employed or permitted to work during school hours except as authorized by the proper school authorities." (34-23-202.)

Further:

> "A minor under the age of 16 may not be permitted to work: (a) before or after school in excess of 4 hours a day; (b) before 5:00 a.m. or after 9:30 p.m., unless the next day is not a school day; (c) in excess of eight hours in any 24-hour period; or (d) more than 40 hours in any week." (34-23-202.)

And finally:

> "Minors 12 years of age or older may work in occupations such as: (1) the sale and delivery of periodicals; (2) door to door sale and delivery of merchandise; (3) baby sitting; (4) nonhazardous agricultural work; and (5) any other occupation not determined harmful by the [Industrial] Commission." (34-23-205.)
>
> "With consent of the minor's parent, guardian, or custodian, no specific age limitations or restrictions are imposed for: (1) home chores and other work done for parent or guardian." (34-23-207.)

Examples of work considered to be hazardous include:

1. Work in or near explosives manufacturing or storage areas.
2. Coal mining operations.
3. Logging operations.
4. Operation of power-driven, wood-working machines.
5. Meat processing operation.
6. Roofing operations.
7. Excavation operations.
8. Other operations which require use of heavy machinery.

Rather than seeing these as limitations, you might see them as guides to explore jobs in which you can be safe while learning and earning.

Now, on the positive side. Drawing on the experiences of hundreds of employed youth, here is a list of possible business activities you can try.

Work For Someone Else

1. Newspaper delivery. Most newspaper companies take applications by telephone. Look up the paper (Deseret News, Daily Herald, etc.) in the Yellow Pages and call for information. Pay is based on the number of papers you deliver. You may have to wait for a route to open, but if you are persistent and patient, you can get the job!

2. Food service, sales people, and laborers. In general, any job in someone's business is limited not by law, but by the practice of hiring older youth. The way to get around this practice is by using a network of friends, family, neighbors, or anyone you know who could hire you. In surveys of youth, 70 to 80 percent of those who have "a job" found it through such networks.

Start Your Own Business

The potential for earning enough spending money exists within your own neighborhood. If approached tactfully, with an offer for the right kind of help, these opportunities are limited only by your imagination. There are the usual jobs like baby-sitting or lawn mowing, but other more unusual jobs include:

1. Taking out garbage cans on collection day, then washing cans after pick-up.
2. Preparing lunches for members of a car pool who take a brown-bag lunch.
3. Cleaning rain gutters.
4. Changing filters on furnaces or swamp coolers.
5. Providing a telephone wake-up or reminder service.

6. Taking family or individual photographs for Christmas cards while there is sunshine and good weather for posing without the use of a studio.
7. Providing assistance in home canning projects.
8. Chopping and bundling firewood.
9. Washing and brushing pet dogs and taking them for walks.
10. Establishing a mending service.

11. Forming an oven-cleaning brigade, or cleaning refrigerators, sinks, baths, etc.
12. Making puppets, doll clothes, aprons, etc.
13. Teaching classes in flat tire repair, battery maintenance, and oil changing.
14. Arranging and directing birthday parties for younger children.
15. Stenciling house numbers on curbs.

16. Forming a garage cleaning troupe.
17. Washing and repairing shower curtains.
18. Writing letters for someone.
19. Making maps showing community points-of-interest.
20. Forming a "Dial-a-Smile" company with such services as birthday cakes, singing telegrams, running errands, or cooking dinners.

21. Sorting, labeling, and organizing old photos or papers.
22. Making an official scrapbook for a church or civic club.
23. Conduct a garage sale.
24. Forming a bedtime story service.
25. Washing/polishing cars.

These are just starter ideas for a brainstorming session you could have with your family and/or friends. Make a similar list of ideas that apply to you. Write down even the silly or far-out ones; they may trigger other ideas that are perfect. Here are some other suggestions to consider.

SUGGESTIONS:

1. It's a lot more enjoyable to do something fun. Enthusiasm will shine through, sometimes securing a job that otherwise may not have been offered or would have gotten away (been overlooked).

2. In order to do a job immediately, it is vital to already possess required skills and manpower. It may be necessary to wait until some training is completed.

3. Can parents or friends give help and advice if you get into a jam? Do you have your family's support?

4. Once the enterprise is operatinal (on its feet), let people know about it. Word-of-mouth will help, of course, but so will small classified ads or inexpensive handbills. Put ads on church bulletin boards or in newsletters. Don't overdo it. Do some work free for friends so they will generate publicity.

5. If others are working with or for you, are they reliable? Your reputation may depend on them. Will supervision be required?

6. It is hard to compete with real professionals. You are selling comparatively amateur services, even though conscientiousness, honesty, and lower costs are generally on your side. Be frank about what can and cannot be done.

7. Also, keep in mind the stepping-stone theory. The way your time is spent during junior high and high school years may affect your potential for future employment. Mentally probe the future to see how and where your current activities will lead you. Ask yourself, "How will my present job prepare me for the future?"

VOLUNTEER SERVICE

If none of the earlier suggestions click and you have no other source for "pocket money," there are many reasons why volunteering your service is a good idea. What better way to impress an employer who could hire you in two to three years than by working for free now? You gain essential work experience which will really look impressive on your resumé when you begin looking for a "big" job. You can also find out if a particular job is what you really want to do "when you grow up." Consider these:

1. Candystriper. Most hospitals use youth ages 14-18. Apply by calling the hospital near you and asking for the name of the coordinator of Candystripers. There are often long waiting lists.

2. Rest Homes. Check the Yellow Pages.

3. Libraries. Summer or regular volunteer positions are available. Volunteers are used at all county libraries.

4. Veterinarians sometimes need helpers in caring for animals.

5. The Forest Service often has special projects that require volunteer help, but only if adult supervision is provided. (The Forest Service is listed under the United States Department of Agriculture in the Blue Pages of the Telephone Directory.)

6. Grocery Stores.

7. Contractors always need clean-up help.

8. Day Care Centers or Pre-schools.

9. Try this. Think about what career you might enjoy. Thumb through the Yellow Pages for ideas. Try to find someone you know or to whom you could be introduced who is in that career area. Ask if they would consider letting you volunteer to help in some way a few hours each week. It may be your ticket to a successful future in that field!

The most valuable thing you can learn is how to learn. Youth is full of marvelous learning opportunities. Use it well! Take care of yourself, your time, and your brain. Lots of success in finding a job!

SMALL BUSINESS OUTLINE/APPLICATION

Name of Business: ____________________

Business Address: ____________________

The main purpose or activity of the business. (What does the business produce or what services does it provide?)

____

____

____

____

____

____

____

Number of employees: ____________________

Chief owners or managers of the business and their titles.

Name	Title

Date on which business will open: ____________________

SUCCESSFUL TRAITS OF WORKERS AND LEARNERS

ACTIVITY 9

Time Period:

30 minutes

Objective/Goal:

The students will understand the relationship between their own strengths and weaknesses and the strengths required to succeed in school and in the workplace.

Supplementary Teacher Information:

Because entering the work force is so far down the road for middle school students, it is often easy for them to justify mediocrity or complacency about work habits thinking "I'll just wait until it really counts." While it's unlikely one or two lessons will alter this perception for many, there is a good chance the students could be challenged in this thought process and encouraged toward taking a more proactive approach to school. This activity is designed to provide a forum for challenging them to do just that.

Equipment and/or Supplies:

1. "Personal Assessment" worksheet completed in Activity #3.
2. "Job Description" and "Job Assessment" worksheets.
3. "School Success" worksheets.
4. Sample of a job description.

List of Activities:

1. Students are instructed to read a job description of a Public Affairs Writer. The Counseling Office or Career Center should have "Career Briefs" or job descriptions in the "Choices Jr" program which you can duplicate for this activity.

2. Students are given a second copy of the "Personal Assessment" form from Activity #3 and asked to rate the level on each trait that an applicant should reach in order to get the job.
3. Students should list the five most important traits for this job.
4. Students should compare their own assessment with that of the Public Affairs Writer and decide if they would or would not be a good candidate for the job.
5. A discussion of how this comparison of what a student is (what the student's interests are) with what a job requires may lead the students to make some changes in their thinking.
6. Students should be given the third "Personal Assessment" sheet. On this sheet, they should mark the level in each trait for someone who is successful in school.
7. Students should list the five most important traits for success in school.
8. Students should compare their own assessment with the one which reflects the traits most essential for success in school.
9. Discussion of this comparison should help students make decisions about possible changes they may need to make now in order to eventually be successful in their chosen career.
10. A homework assignment might be given for the students to discuss their assessments with their parents. Parents could then do an assessment of the student's traits and discuss the similarities and differences.

Instructional Outline:

Procedure:

Follow the List of Activities.

Evaluation(s):

1. Completed worksheets should be evaluated.
2. Administer quiz based on questions drawn from the Question Pool.

Answer Key(s):

"Successful Trails of Workers and Learners" Quiz

1. Answers from the "Success in School Assessment."

2. to 5. Answers will vary according to individual student's own worksheets.

Question Pool:

1. List three traits that are most important for success in school.

______________________ ______________________

____

2. In what way are these traits similar to those that employers are looking for in their employees?

____

____

____

3. List three traits that are your personal areas of strength which would make someone want to hire you?

______________________ ______________________

____

4. In which trait do you need to improve the most?

____

5. List three things you are going to do to make improvement in that trait:

____

____

____

Name: ____________________

Teacher: ____________________

Period: ____________________

Date: ____________________

ASSESSMENT OF AN APPLICANT FOR

____

Directions: How would you rate someone on each of these very important traits who was seeking a job as a ______________. All of them are, in varying degrees, important for success on any job. Put a check mark in the column across from each trait that most closely represents the level at which a person should be in order to succeed as a ________________.

	Trait	Very High	Above Average	Average	Below Average	Weak
1.	Dependability					
2.	Self-confidence					
3.	Friendliness					
4.	Patience					
5.	Ability to keep working under real difficulties					
6.	Sense of humor					
7.	Cheerfulness					
8.	Honesty					
9.	Ability to make decisions quickly					
10.	Responsibility					
11.	Loyalty					
12.	Ability to sense other's feelings					

	Trait	Very High	Above Average	Average	Below Average	Weak
13.	Sincerity					
14.	Ambition					
15.	Courage to do the right thing even when you are alone					
16.	Willingness to work hard					
17.	Ability to cooperate with other people					
18.	Ability to consider others' points of view					
19.	Self-motivation					
20.	Courtesy					
21.	Ability to lead others					
22.	Ability to work without supervision					
23.	Punctuality					
24.	Neatness					

List the five most important traits that a ________________ should possess.

1. ____
2. ____
3. ____
4. ____
5. ____

Name: ____________________

Teacher: ____________________

Period: ____________________

Date: ____________________

SUCCESS IN SCHOOL ASSESSMENT

Directions: How do you rate the level on each trait that is essential for success in school? All of them are, in varying degrees, important for success. Put a check mark in the column across from each trait that most closely represents what you think a successful student should be.

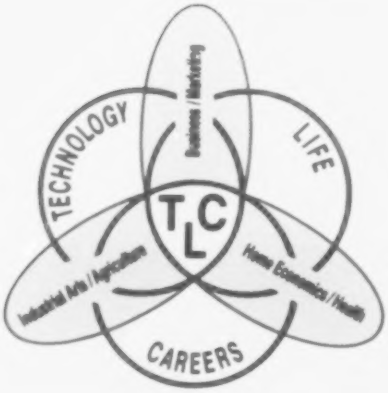
	Trait	Very High	Above Average	Average	Below Average	Weak
1.	Dependability	____	____	____	____	____
2.	Self-confidence	____	____	____	____	____
3.	Friendliness	____	____	____	____	____
4.	Patience	____	____	____	____	____
5.	Ability to keep working under real difficulties	____	____	____	____	____
6.	Sense of humor	____	____	____	____	____
7.	Cheerfulness	____	____	____	____	____
8.	Honesty	____	____	____	____	____
9.	Ability to make decisions quickly	____	____	____	____	____
10.	Responsibility	____	____	____	____	____
11.	Loyalty	____	____	____	____	____
12.	Ability to sense other's feelings	____	____	____	____	____

Trait	Very High	Above Average	Average	Below Average	Weak
13. Sincerity					
14. Ambition					
15. Courage to do the right thing even when you are alone					
16. Willingness to work hard					
17. Ability to cooperate with other people					
18. Ability to consider others' points of view					
19. Self-motivation					
20. Courtesy					
21. Ability to lead others					
22. Ability to work without supervision					
23. Punctuality					
24. Neatness					

List the five most important traits for success in school.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Teacher Resource Materials


Business / Marketing
TECHNOLOGY
LIFE
TLC
Industrial Arts / Agriculture
Home Economics / Health
CAREERS

BEST COPY AVAILABLE

CORE CURRICULUM FOR VOCATIONAL EDUCATION

(Grades 7-8)

COURSE TITLE

Vocational Core
(C.I.P. No. 13.9991)

UNIT OF CREDIT

1.00

PREREQUISITE

Mastery of K-7 Occupational Awareness

COURSE DESCRIPTION

An orientation program designed to provide the students with a body of knowledge about themselves, relationships, decision making, and occupational information to aid in making a tentative career goal by the 8th grade.

SELF-ASSESSMENT AND SEOP IN VOCATIONAL EDUCATION

COMPONENT STANDARD 1

The students will increase knowledge and acceptance of themselves, of their uniqueness, and of their evolving feelings, interests, and abilities.

OBJECTIVES

1. The students will describe themselves as unique individuals.
2. The students will identify their personal strengths and weaknesses.
3. The students will use knowledge of strengths and weaknesses in identifying factors that influence career development.

4. The students will be able to define values.
5. The students will be able to define interest.
6. The students will be able to define aptitude and ability.
7. The students will form a composite of themselves by summarizing identified interests, abilities, and values.

STANDARD 2

The students will understand the relationship between themselves, work, school, and society.

OBJECTIVES

1. The students will understand how sex stereotypes influence class selection and occupational choices.
2. The students will identify and explain the rewards that may be gained from work activities.
3. The students will give examples of work habits and attitudes common to school and work sites.
4. The students will be able to describe the benefits of productive work to themselves and society.

STANDARD 3

The students will understand the decision-making process and will be able to use it in identifying career preferences.

OBJECTIVES

1. The students will demonstrate an understanding of the decision-making process.
2. The students will use the decision-making process in simulated and real situations.
3. The students will use the decision-making process in making short- and long-range goals.

STANDARD 4

The students will understand the various sources of occupational information and utilize the information in exploring occupations of interest.

OBJECTIVES

1. The students will know how to use the Occupational Outlook Handbook (OOH) as a source of career information.
2. The students will understand that occupations are grouped into fifteen United States Office of Education (USOE) clusters.
3. The students will understand the occupational outlook for the future may differ from the present due to economic, societal, and technological changes.
4. The students will be able to state why the outlook of an occupation is an important factor in making career decisions.

STANDARD 5

The students will see the interrelationship between themselves, courses, and class work in planning for future occupations in designing a tentative career plan.

OBJECTIVES

1. The students will take an interest survey and list the clusters that match their interests.
2. The students will integrate self-understanding, knowledge of social influences, and occupations into a career profile.
3. The students will see how school subjects relate with occupations in making career choices.
4. The students will create a Student Educational Occupational Plan (SEOP) which will contain (a) interest area preferences, (b) 3-6 year educational plan, and (c) post-high school choices.

TECHNOLOGY/LIFE/CAREERS PROJECT

CAREER DEVELOPMENT CONCEPTS

I. Job Clustering and Utah Opportunities

Students should understand that there are thousands of occupations in the world of work. To help them in career exploration, these occupations have been organized in several ways. The United States Office of Education (USOE) has organized occupations into fifteen clusters. These clusters are organized by the nature of the work performed. They are also organized according to work environment. The USOE clusters can help students identify groups of occupations that relate to their interest. Students should also understand that people are not employed in uniform numbers across these clusters. Large numbers of employment opportunities are concentrated in some clusters both nationally and in Utah. Regional opportunities may differ from statewide or nationwide/international opportunities.

Sample Activities

1. Ask students to try to identify clusters of occupations that group themselves such as agriculture or science.
2. Ask a student who has a particular interest in an activity (Robotics) to visit a local industry which is utilizing or manufacturing robots (Eaton Kenway) and report to the class.

Sample Discussion Questions

1. To which cluster or clusters of occupation is this activity related?
2. Which occupation within this cluster employs the most people in Utah?
3. What are some of the occupations with which you are familiar which are related to this activity or cluster?
4. What are some occupations related to this activity or cluster with which you are not familiar?
5. How can you learn more about occupations related to this activity?
6. Are occupations related to this activity primarily focused on providing a service or developing a product?

II. Evolving Self-Identity (Values, Intents, Abilities, Aptitudes)

Students need to understand that as they enter middle/junior high schools, they will be provided with many experiences and activities to help them develop an awareness and understanding of themselves and the world around them. Up to this point, students have had few opportunities in school for "hands on" experience in workshops or laboratories. Such activities will help them to begin to evaluate their interests and values in relation to work-related activities. Sound educational plans grow out of personal and career goals. This program will help students think about planning for what they want to do, what they want to have, and what they want to be.

Sample Activities

1. Discuss with students how personal values are related to careers and lifestyles.
2. Discuss with students how their wants and needs will change over time. Help them to realize that interests, values, and abilities are evolving and will change somewhat over time. Physical changes (rapid growth and lack of coordination) are particularly evident at this age and can be used to illustrate the point that because they now have two "left thumbs" their ability to use their hands will probably improve in a few years.

Sample Discussion Questions

1. What did you like about this activity?
2. What did you dislike about this activity?
3. Might you like doing this activity in a different setting?
4. Were any special aptitudes needed to do this activity (finger dexterity, spatial perception, or numerical or verbal aptitude)?
5. Why are work values important? How do they relate to finding satisfaction at work?
6. How do work values relate to life values? Can life and work values be merged? How?

III. Knowledge (including the basics), Skills, and Training

Students should understand that people enter the world of work with different kinds and amounts of education and training. The necessary knowledge and skills differ from job to job. Students should realize that high school courses are grouped into programs such as vocational, college preparatory, high interest, etc. Competencies and credentials are required for entry into most occupations. A baccalaureate degree is required for only about 20 percent of the jobs. However, an increasing number of jobs require some level of training beyond high school. Mastery of basic skills is important for virtually all jobs.

Sample Activities

1. Ask a parent who is employed in a related area to talk to the class about his/her job. Have them emphasize related school subjects, training programs, etc.
2. Ask students to look up information about levels of training and training programs for occupations related to this activity.
3. Ask the school counselor to spend a few minutes talking about changing educational requirements related to occupations generally and to occupations related to groups of activities in which the students are engaged.

Sample Discussion Questions

1. What are the important areas of knowledge related to this activity?
2. What levels of basic skills attainment are required for this activity?
3. What level of skill training is required for people who do work related to this activity?
4. What school subjects are directly related to this activity? What school subjects are indirectly related?
5. What kind of program will prepare an individual for an occupation related to this activity?
6. Can I prepare to work in an occupation related to this activity while in high school?
7. Which vocational schools or colleges in Utah offer training programs related to this activity?
8. How much math, science, and language arts are required for jobs related to this activity?

IV. Technology

Students need to understand that they are living in what has been called "the age of technology." Modern technology will affect their lives and the way work is performed. Manufacturing is changing rapidly from the assembly line to robotics. As transportation methods change, so will the way goods are shipped and handled. The aerospace/military field is a leading developer and user of technology. Communication (in both information and transmission of information) has been another leader in technological change. Agriculture, banking, education and many other fields are experiencing major changes as a result. It creates new opportunities for careers and new career fields. Students need to consider the potential impact of technologies on their lives and the career fields they are exploring.

Sample Activities

1. Ask students to interview someone employed in an occupation related to an activity to determine how technology is affecting their job.
2. Discuss the consequences (both good and bad) of some of the major technological advances which are affecting our lives and the workplace.
3. Discuss the major changes in modern life that followed the introduction of the technology of television as a means of demonstrating the major impacts of an important new technology.
4. Have students interview an older person, or their parents to find out how technology has affected their lives and their work.

Sample Discussion Questions

1. What technologies might you encounter in occupations related to this activity?
2. How do you feel about computers in your life? Are computers capable of controlling people? Do you know how to use a personal computer? Why or why not?
3. How might technologies affect occupations in the future which are related to this activity?
4. What problems or needs exist related to this activity which could be resolved through technology?
5. Which career fields may experience the most growth in the future as a result of technological changes?

6. What are some of the new and emerging occupations which have resulted from technological advances?

7. How has technology impacted on the level of training required for occupations related to this activity? For the world of work in general?

V. Work Setting (including entrepreneurship) Environment/ Safety

Students should understand occupations are related or clustered according to the setting in which the work is performed (e.g., indoors or outdoors) and the work environment (e.g., quiet or noisy). They should understand that work in some occupations, such as safety and law enforcement, is found mostly with federal, state, or local governments; other jobs, such as those in the selling area, are found in wholesale, retail, large and small firms; and many workers are self-employed. The opportunities for self-employment or entrepreneurship should be examined as a continuing process as different career areas are explored. Work settings can be described by their physical and social environments. The physical environment includes the working conditions and the physical demands of a setting. The social environment includes work regulations and interpersonal relations. Hazardous conditions and safety factors are also important considerations which relate to occupations.

Sample Activities

1. Have students interview a worker to determine the physical and social working conditions of the job. An interview outline may need to be provided for the students.

2. Have the school counselor show students how to use career resource materials to gain more information about work setting, environment, and safety considerations related to occupations.

Sample Discussion Questions

1. Do jobs related to this activity require sedentary conditions? Is physical exertion and activity required?

2. Do people who perform work related to this activity work primarily indoors or outdoors?

3. Are low or high noise levels associated with jobs related to this activity?

4. Would you accept or reject a job on the basis of the sounds involved?

5. What opportunities are there for self-employment if a student has an interest in this kind of activity?

6. Are there extremes of heat or cold associated with occupations related to this activity?

7. Are fumes, odors, toxic conditions, dust, or poor ventilation associated with these occupations?

8. What dress codes, set hours of work, or safety rules are inherent to occupations related to this activity?

9. What would be the ideal social environment for a job? Does this differ for individuals?

10. What hazards or safety considerations are inherent to this activity? To occupations related to this activity?

VI. Employability Skills (work ethic, motivation, attitude, and health)

Students should understand that social attitudes about work generally, and occupations specifically, may affect and limit freedom of choice. Attitude toward peoples' racial and ethnic background, sex, age, income, and physical or mental handicaps limit peoples' choices. Students should also realize that general employability skills (work habits and attitudes, and motivation to achieve or to be productive, etc.) are important factors in the world of work and can be as important as job specific skills. Physical and emotional health are important when considering many occupations.

Sample Activities

1. Involve students in a group activity which requires each member of the group to perform a task satisfactorily in order for the group to complete the activity. Have students discuss the impact of the individual on the group, implications for productivity, etc.

2. When students are introduced to a new activity which may be strongly identified with the male or female gender, talk with the class about this stereotype, where it may come from, how attitudes are changing, and obstacles that students may encounter if they have an interest in an occupation that is strongly identified with members of the opposite sex.

Sample Discussion Questions

1. How do occupations related to this activity interrelate to other occupations? Who else is affected if this job or activity is not done well?

2. How might high or low levels of motivation affect your chances of success in an occupation related to this activity.?

3. What attitude do you have about occupations related to this activity?

4. What are the prevailing social attitudes about men or women working in occupations related to this activity?

5. What constraints or difficulties might a woman/man encounter if she/he chose to pursue a career related to this occupation?

6. What work habits and attitudes would relate to the successful performance of jobs/activities in this field?

7. What physical or emotional health factors may be considerations for someone considering an occupation related to this activity?

VII. Goals and Decision Making

There is a critical need to assist students in developing educational planning skills. This need first occurs at the middle/junior high school level where students are provided opportunities to make curriculum choices.

Students need to understand that a career can evolve through a series of informed educational and career decisions, or it can happen by chance if the student does not assume responsibility for exploring, choosing, and planning for a career.

For most middle/junior high school students, the future is still a long time away, and their goals tend to be very short term. To them, career decisions can be deferred for a long time. However, in most school systems, the end of the eighth grade represents a major decision point involving long-term goals and, ready or not, they must make important decisions. When students register for ninth grade classes, they need to make decisions about not only what courses they want to take to meet high school graduation requirements, but also what courses or programs they want to take to meet personal and career goals. Education and career planning go hand in hand.

During this transition period between childhood and adulthood, it is very important that students learn to understand the decisions they must make, the importance of these decisions, and the decision-making process itself.

Sample Activities

1. Ask students to consider the consequences of the alternative of doing nothing about planning or preparing for a career.
2. Ask the school counselor to teach a short unit on career decision making.

Sample Discussion Questions

1. What kind of educational plans are necessary to pursue an occupation related to this activity?
2. What short-term educational decisions are related to an interest in this activity or occupational area?
3. How can I get more information about this area of interest? Why is it important to have a good background of information before making a decision?
4. Why is it important to consider alternative or contingency approaches to reaching a goal?
5. What can you do now, while in school, to help you meet your goals?
6. What options may be closed or constricted by decisions which you make about courses you select to take at this time?

SPECIAL EDUCATION STUDENTS AND VOCATIONAL EDUCATION

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ACKNOWLEDGMENTS

1. A Guide for Planning and Developing Guidance and Counseling Programs in Virginia's Public Schools, Commonwealth of Virginia, Department of Education, 1985.
2. Occupational Curriculum Laboratory, East Texas State University: Commerce, Texas, 1986.
3. Rules and Regulations for Education Programs for the Handicapped, Utah State Office of Education, 1981.
4. "Transition Conference," Utah State Office of Education, April 1986.
5. Working with Special-Needs Students: A Handbook for Vocational Education Teachers, Georgia Department of Education, March 1982.

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SPECIAL EDUCATION

INTRODUCTION

Each year handicapped students leave high school to face a future of unemployment. It is essential that as educators, a concerted effort be made to help these individuals obtain and maintain employment. This is not only for their own well being and self-concept, but to reduce the number of individuals dependent on financial assistance.

The responsibility for career education of handicapped is the responsibility of regular education as well as special education. In particular, a close relationship between special education and vocational education must exist. Successful transition from school to work requires a team effort from vocational teachers who have an understanding of the skills required in occupations and special educators who have an understanding of the special students' abilities, disabilities, and learning styles. If this relationship is going to exist, vocational education teachers and special education teachers must become informed of each others' programs and goals.

The special student is in need of processing through the same steps of career awareness, exploration, training, and placement that other students require. However, many adaptations to the usual classroom instructional methods can be made to help the special student acquire mastery of the objectives to be met. The intent of this section is to provide vocational educators with an understanding for the particular needs of the special student.

EQUAL EDUCATION FOR HANDICAPPED LAWS

The right for all individuals to an appropriate education has been acknowledged by society and mandated by law. Handicapped individuals must be given the opportunity for equal education. Two federal acts which have significance for the vocational education of handicapped students are:

1. The Education For All Handicapped Act - 1975 (P.L. 94-142).
2. The Carl Perkins Vocational Education Act - 1984 (P.L. 98-524).

The tremendous growth in special education was initiated through the Education For All Handicapped Act. This act guarantees that all handicapped individuals between ages 3 and 21 receive free public education which relates to their unique needs in the least restrictive environment. The more recent Carl Perkins Act provides assurance that handicapped have access to quality vocational education programs. Money is appropriated for vocational programs which include special students 14 years of age and older. While the "act" excludes middle school, there is a clear intent to establish a tie between special education and vocational education. Beginning this relationship at the middle school level will provide a smooth transition into the high school vocational programs.

TERMINOLOGY

An understanding of special education terminology is advantageous for those working with special education students. The following are some commonly used terms:

1. **Individualized Education Plan (IEP)**: A written educational plan for a handicapped student that is developed by the IEP team and determines the student's educational placement. This legal document is reviewed annually (see Table B, page 284-285).

2. **Individualized Implementation Plan (IIP)**: A written document attached to or part of the IEP which contains the objectives for achieving IEP goals. It includes methods and strategies for achieving the objectives along with minimum levels for mastery. (See Table B, page 284-285).

3. **Mainstream**: Placing students in the least restrictive environment (most like that of non-handicapped students).

4. **Referral**: The process of requesting an evaluation for a student to determine if he/she requires special education services.

5. **Resource**: Classification for a special education student who spends less than 1/2 of the school day in the special education classroom.

6. **Self-Contained**: Classification for a special education student who spends more than 1/2 of the school day in the special education classroom.

7. **Special Education**: Specially designed instruction, at no cost to parents or guardians, to meet unique needs of a handicapped student, including classroom instruction, itinerant services, instruction in physical education, home instruction, and instruction in hospitals and institutions.

8. **Team**: A group of individuals including the special education teacher, the student's parent(s), the agency representative, the student (where appropriate), the regular teacher(s) (where necessary), and others as deemed necessary who meet together to develop individualized educational plans (IEP's) for the student.

9. **Transition**: A process to facilitate the movement of students with handicaps from school to existing post-school vocational service options.

In order for appropriate education of the special education student to take place, it is necessary to have an understanding of the various handicaps which exist. Following is a list of handicaps. (For complete definitions and related information on instructional methods and career information, see Table A.)

1. Specific Learning Disability (LD).
2. Behavior Disorder (BD).
3. Intellectually Handicapped (IH).

4. Severely Intellectually Handicapped (SIH).
5. Hearing Impaired.
6. Visually Impaired.

7. Communication Disorder.
8. Physically Handicapped.
9. Severe Multiple Handicaps (SMH).

STEREOTYPING

Now that the various handicaps have been identified, it is necessary to give caution against "pigeonholing" students into these neat, little categories. Labeling can be the most devastating thing that can be done to the special student. It becomes very easy to attribute stereotypical characteristics associated with the label rather than looking at the individual's uniqueness. The label is useful **only** in providing general understanding of the disability. A common reaction to a student labeled "handicapped" is to assume that the individual is mentally deficient. This is **most often** inaccurate. Of the nine handicaps listed above, only two suggest limited intellectual ability. Other handicaps may be a deterrent to learning, but with appropriate modifications in the program, learning is possible. Handicapped people, like other individuals, have a multitude of traits which make up their personality, and they should be recognized not only for their weaknesses but for their strengths as well.

Career exploration for the special student is particularly susceptible to stereotyping. A prevailing attitude is that the handicapped can do only menial jobs, such as, dish washing and sweeping. However, handicapped employees are noted for being efficient, reliable workers in all areas of employment. Even in relationship to the intellectually handicapped worker, there is no proven relationship between intelligence and on-the-job performance. Careful vocational assessment should provide a wide range of choices available to the special student.

Teachers dealing with the handicapped should treat the special students according to their individual personalities and not their handicaps. Treating special students like other students to the extent possible helps in the normalization or mainstreaming process and reduces stereotyping.

IEP

Vocational education teachers may have the opportunity to participate in the special education student's individualized plan (IEP). The IEP consists of four components:

1. The student's present level of functioning.
2. Annual goals and objectives.

3. Support services required.
4. Evaluation criteria.

The vocational educator's job is to relate each of the student's four IEP components to the program. The IEP serves as an excellent way for acquiring pertinent information about the student. The present levels of functioning can provide a starting point for working with the student. Objectives can serve as a road map of sequential steps to goal achievement. In addition, teachers can identify support services and individuals they may access to help the student.

As an IEP participant, the vocational teacher may have occasion to help in developing meaningful vocational goals for the student. The vocational teacher can be invaluable in assisting special students to recognize their strengths and crystalize their interests.

SERVICING PATTERNS AND SUPPORT PERSONNEL

Vocational classrooms may have resource or self-contained special education students enrolled (see page 189 for definitions). The servicing patterns for them may be as varied as a student who is experiencing his first mainstream class as the student who is totally mainstreamed and meets with the special education teacher only on a consultation basis. It is more likely that the vocational teacher's experiences will be with students whose servicing patterns lie somewhere between the two extremes.

It is apparent that the interventions will vary greatly dependent upon the extent of the disability and the degree of experience the student has with mainstream classes. Coordination with the special education teacher may provide useful information about the student. An instructional support system may be determined as useful. The following are a few possibilities to be considered:

1. The use of the special education teacher as a consultant.
2. Provisions for a special education aide to accompany the student in the mainstream class.
3. The special education teacher and the vocational teacher team teaching the vocational class (particularly useful if a large number of special education students are enrolled in the same class).
4. Peer tutors can be useful where minimal support is needed.

No matter which support system is utilized, careful attention should be given to the way the special student may receive that support. As mentioned before, special considerations may make the student feel more conspicuous and have the result of lowered self-esteem. In these cases, the teacher must consider whether the "end justifies the means."

TECHNIQUES FOR VOCATIONAL TEACHERS IN ASSISTING THE SPECIAL STUDENT

A major emphasis in special education is to prepare students for independence and the world of work. Consequently, vocational classes may have a high enrollment of special students. The vocational class can provide the first, successful experience for many handicapped students. The caring vocational education teacher will supply special students with every opportunity to succeed within their ability and growth potential. Careful attention should be given to curriculum, instruction, and teaching techniques.

A. **Curriculum:** In vocational education, we should first devise some appropriate ways of utilizing existing curriculum for special students before drastically modifying it. We do not want to provide an unrealistic view of employment by "watering down" or changing content. If necessary, the vocational teacher along with the special education teacher may develop sub-units of instruction within the regular curriculum.

IEP participation is essential to curriculum development. The IEP provides an initial starting point (IEP present levels of functioning) and specific outcomes (IEP annual goals). This establishes the nature and extent of the learning that needs to take place and eliminates unnecessary content. Specific tasks should be identified and ordered in detail (IIP objectives). These tasks should be short and describe the specific action that should take place. This enables the student to learn one concept at a time.

B. **Instruction:** Determining what the instruction of the curriculum should be for the special student is essentially done through expansion of instruction which involves presentation of materials in a variety of ways and in more detail. The information should be presented through several delivery systems. For example, a student who is primarily a visual learner should be presented information via charts, diagrams, films, books, etc. Keep in mind that for most special students, no part of the lesson should exceed 30 minutes with the exception of hands-on activities. Beyond that, students will lose attention.

C. **Teaching:** In the teaching phase of education, the basic rule is to understand that special students have unique backgrounds and interests and must be taught as such. The idea of fitting the same program to all students simply doesn't work very well.

A special education student in the classroom can be a source of great concern for many regular education teachers who question their ability to deal with the student. Many of the techniques to be successful are just common sense and creativity. Vocational teachers should relax and utilize the qualities and skills they already possess.

D. **Strategies:** A list of 17 strategies which work well with handicapped follows:

1. Become acquainted with the special students in your classes. Once identified, the teacher should find out as much information about each student's disability and learning style as possible.

2. Hands-on activities should be used as much as possible. Special learners sometimes have difficulty absorbing knowledge they have not received first hand.

3. Start a little below the student's level of functioning. This provides early success and increases motivation as well as building self-confidence.

4. Use a media approach which matches the student's preferred learning style. The use of videotapes and audio cassettes are alternatives to some of the more traditional instructional methods.

5. When projects or assignments seem too difficult, provide an alternate activity or assignment. This enables the students to work at their own level and achieve success respective to their own abilities. When a reading problem exists, for example, it may be necessary to omit reading assignments and give oral instructions or lectures.

6. Provide students with choices. Many special students are not given the opportunity to make decisions; they need to develop that skill.

7. Use process-oriented assessment or periodic checks to determine if students have achieved mastery of a concept before moving to a new concept. Be consistent in evaluation so the student does not slip behind.

8. Give the students additional time to complete the activity. The use of auxiliary aides as well as the need for accuracy may require giving the student extended time on assignments.

9. Encourage students to think through a situation so they understand the importance of doing a task correctly the first time. Have them predict the outcome of a task done correctly and incorrectly.

10. Grading the special student can be difficult for regular education teachers. It is important to realize that the student may put forth a tremendous effort yet demonstrate little mastery of the concepts in comparison to other students. Students who fall into this category and continually receive poor or failing grades soon learn not to put forth any effort as either approach gets the same result. One way to cope with this is to issue "pass" or "fail" grades rather than a letter grade. If letter grades are more desirable, base the grade on realistic, individualized goal achievements for each student.

11. Feedback of the effectiveness of your teaching should be solicited. Students are often perceptive in terms of what helps or hinders them.

12. Be organized and prepared to teach. Some special students may be quick to take advantage of an unprepared teacher.

13. Involve the students in vocational youth clubs or other activities where there is increased interaction with peers.

14. Behavioral interventions are needed with many special education students. Coordination with the special education teacher will apprise teachers of behavioral strategies which are being implemented for a particular student. Progress reports and point cards are examples of these strategies. It is important to keep behavioral interventions simple and non-time consuming.

15. It may be necessary to modify the facilities for some handicaps. Positioning a teaching module at desk level for wheel chairs or installing a caution light for a deaf student are some examples. Many modifications such as guards for power saws can serve as safety devices for students who are less able.

16. Help the students develop self-confidence. Utilize as many opportunities as possible to let the students know they are worthwhile individuals.

17. If special education students put forth little or no effort, they deserve to fail. The students who pass without deserving it, soon learn helplessness. A minimum set of requirements which are realistic for the students should be set (e.g., attendance, assignment completion) for passing the class.

TABLE A

HANDICAPPING CONDITIONS

A. Specific Learning Disability (LD)

Definition:

"Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, motor handicaps, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantaged.

Instructional Methods and Career Suggestions:

1. Treat students like regular students. Don't talk down to them.
2. Identify the specific disability and gear instruction to the learning style by which the student learns best.
   a. If the disability is auditory perception, use a visual approach. Demonstrate what you want him/her to do. Identify occupations where auditory perceptions are not requisite.
   b. If the disability is visual, use an auditory approach. Avoid reading and printed material. Identify occupations where visual perception is not a requisite.
3. Use a hands-on approach to learning.
4. Break lessons into components and allow students to master concepts before moving to the next concept.
5. For students who may have poor self-concept as a result of social, academic, or social failure, focus on structured opportunities for success.

B. Behavior Disorder (BD)

Definition:

A behavior disordered student is defined as one whose behavior or emotional conduct over time adversely affects his/her educational performance and requires special services.

Instructional Methods and Career Suggestions:

1. Have a variety of approaches in which a concept may be taught. This provides options for students who are easily frustrated.
2. Teach problem-solving skills when possible.
3. Stress positive work values. Job failure for BD students is generally related to interpersonal and personal problems rather than an inability to do the job.
4. Establish rapport with the BD students. Be warm and empathetic.
5. Seek the assistance of a school psychologist, and/or social worker.
6. Establish clear-cut rules with consequences. Be consistent in discipline.
7. Be positive. Point out what the student does well. When the student needs correcting, be calm and non-blaming.
8. For the overly active student, use hands-on activities. Short-term activities are better than long-term activities for keeping the student involved and on task.
9. Be cautious in forcing a student to participate. You may intensify a problem or create a situation which is hard to deal with.
10. Try to ignore inappropriate behavior when possible.

C. Hearing Impaired

Definition:

Hearing impairment is a generic classification of hearing loss including the terms "deaf" and "hard of hearing."

Deaf: A hearing impairment so severe that the child is limited in processing linguistic information through hearing which can adversely affect educational performance.

Hard of Hearing: A hearing impairment whether permanent or fluctuating which adversely affects a child's education or performance but which is not included under the category "Deaf."

Instructional Methods and Career Suggestions:

1. Face students when talking (especially lip readers). Speak slowly and clearly.
2. Give written directions on the board or on assignment sheets.
3. Some hearing impaired students have difficulty in speech. If you don't understand the student, ask him/her to repeat the statement. If you still don't understand, have him/her show you. Don't pretend to understand.
4. Use interpreters when necessary.
5. Help students make career choices where hearing is not an essential requirement.
6. Encourage hearing impaired students to wear hearing aides.
7. Have students interact with other students in the classroom.

D. Visually Impaired

Definition:

Visually impaired includes students having a visual handicap of such a degree that they are prevented from achieving successfully in the least restrictive environment without specialized instruction. The range of handicap varies from total blindness to mildly or partially sighted. Program interventions may range from resource help to residential schools.

Instructional Methods and Career Suggestions:

1. Encourage the students to use any devices they may need to deal with their handicap; e.g., canes, tape recorders, magnifying lenses.
2. Put lessons on tape or help students locate books in braille.

3. Have a sighted student read to him/her.

4. Have partially sighted students sit in the front of the room in a location where there isn't a glare on the board or working area.

5. Help students make career choices where sight is not required.

6. Help students become acquainted with the classroom. Eliminate traffic obstacles where possible.
7. Provide "handouts" for information placed on chalkboard.

E. Physically Impaired
Motor Handicapped, Orthopedically Impaired, or Other Health Impaired (OHI)

Definition:

Physically handicapped and other health impaired refers to those students who have orthopedic impairments; motor handicaps and/or physical health conditions; or congenital, acquired, or chronic health problems, and who need special education intervention to achieve in the educational program.

Instructional Methods and Career Suggestions:

1. Treat the students as normally as health permits.

2. Help students make career choices which are realistic in respect to physical and health limitations.

3. Modify classroom modules, equipment, etc., so it is accessible to the students.

4. Make it possible for the students to move freely (without obstruction) in the classroom.

5. Don't call attention to the disability unnecessarily.

6. Be prepared to offer physical assistance when needed. In some instances, it may be necessary to educate other students in the classroom about health problems. Present the information factually without bias, emotionalism, or alarm.

F. Communication Disordered (Speech/Language/Hearing)

Definition:

The communication disordered student has a disorder in one or in a combination of modes of communication: listening, thinking, and speaking. The speech, hearing, and/or language disorder may involve a disorder of spoken speech, expressive or receptive language, or receptive or integrative audition. The speech/hearing/language disorder may affect the student's communication to such a degree that it detracts from acceptable normal speech and language, calls undesirable attention to itself, is embarrassing to the student, or adversely affects education performance, and/or linguistic competence or performance.

Instructional Methods and Career Suggestions:

1. Help students make occupational choices where communication is not an essential part of the job.
2. Have the students repeat what they say if you don't understand them. However, if they become frustrated, allow them to come back to it later.
3. The student may be embarrassed about speech problems. Promote self-concept by being positive and understanding.
4. If you don't understand the student, don't pretend you do.
5. Don't allow other students to mimic the speech disorder.
6. Be patient. Allow the student enough time to get the words out. Don't interrupt or speak for him/her.

G. Intellectually Handicapped (IH)

Definition:

An intellectual handicap refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period. Persons whose intellectual disabilities prevent proper scholastic growth through regular program offerings, but who appear capable of acquiring primary academic skills, social adequacy, and occupational competency are included in this category. On an individual intelligence test, an educable intellectual handicap is generally indicated by an over-all score in the 55-75 range.

Instructional Methods and Career Suggestions:

1. Avoid presenting too many concepts at one time.
2. Provide positive reinforcement.
3. Use hands-on activities. Put less emphasis on academic performance.
4. Since job failure is generally related to difficulties in relationships rather than performance, teachers should work with students on:
    a. Problem solving.
    b. Work attitudes.
    c. Getting along and communicating with others.
    d. Grooming and personal appearance.
    e. Acceptable manners.
    f. Acceptable behaviors.
    g. Work responsibilities -- punctuality, completing work, etc.
5. Do not assume the students know. They may not have understanding of concepts which may seem innate or routine to you.
6. Try to encourage independence. Many IH students are not given the opportunity to make choices for themselves.
7. Emphasize what the students can do, **not** what they cannot do.
8. Provide learning in short, sequential steps and show the students how each step fits into the total goal.
9. Provide opportunities for repetition of experiences learned. This aids in retention.
10. Limit the number of concepts taught in a single setting. Too much information may be confusing.
11. Avoid teaching concepts which are not directly related to mastering the goal.

H. Severely Intellectually Handicapped (SIH)

Definition:

An intellectual handicap refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period. The trainable intellectually handicapped generally fall within the 40-60 I.Q. range, are unable to keep up with an educable intellectually handicapped class, have reasonable possibility of acceptable behavior in social groups, and have some ability to acquire some type of vocational skills.

Instructional Methods and Career Suggestions:

1. Activities should be basically oral and repetitive as students are usually non-readers. Hands-on activities are best.
2. Emphasize work values and attitudes (refer to the section above on IH).
3. SIH students may be employed competitively or in a sheltered workshop. Generally speaking, job selection should be low-skill-level jobs.
4. Self-management skills should be emphasized. Coordination with the special education teacher is important.
5. SIH students have a general lack of information about how to interact with people outside their family and school. Interpersonal interactions must be taught.
6. Community-based career exploration is best.
7. Role-playing situations that the student may encounter is a good teaching strategy with these students.

I. Severe Multiple Handicaps (SMH)

Definition:

The severe multiple handicapped are those individuals who present an array of two or more handicaps each one of which prevents or interferes with normal functioning to the extent that special education intervention is needed. These individuals require special education provisions of the type not available in programs designed to serve only one handicap.

Instructional Methods and career Suggestions:

Refer to the sections listed above which correspond to each of the student's particular handicaps.

TABLE B

Special Education

SCHOOL DISTRICT
INDIVIDUALIZED EDUCATION PROGRAM - IEP

STUDENT NAME ____________________

DATE OF BIRTH ____________________ CA ________

SCHOOL ____________________ GRADE ________

PRIMARY LANG. HOME ________ ________ STUDENT ________

DATE OF IEP MEETING ________ ____________________

ENTRY DATE TO PROGRAM ____________________

PROJECTED TERMINATION DATE ____________________

SERVICES REQUIRED:

RESOURCE ____________________ TIME ________

RES. SELF CONT. ____________________ TIME ________

SELF-CONTAINED ____________________ TIME ________

REG. CLASS ____________________ TIME ________

RELATED SERV. ____________________ TIME ________

P.E. PROG. ____________________

OTHER ____________________ TIME ________

TEAM SIGNATURES:	**IEP DATE**	**REVIEW DATE**
LEA REP.		
PARENT		
RES. TEACH		
CL. TEACH		
GUID. SPEC.		
COUNSELOR		
SP/LANG. CLIN.		
STUDENT		
OTHER		

JUSTIFICATION FOR PLACEMENT: ____________________

____

TESTS UTILIZED CLASSIFICATION ____________________

INTELLECTUAL ASSESS. ____________________

EDUCATIONAL ASSESS. ____________________

BEHAVIORAL/ADAPTIVE ASSESS. ____________________

SPEECH/LANGUAGE ASSESS. ____________________

OTHER (WHERE APPLICABLE) ____________________

VISION ____________________ HEARING ____________________

CLASSROOM OBSERVATION DONE ____________________ ____________________
DATE BY WHOM

STRENGTHS: (INDICATE PRESENT LEVEL OF FUNCTIONING) ____________________

____

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____

____

LIMITATIONS: (INDICATE PRESENT LEVEL OF FUNCTIONING) ____________________

____

____

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ANNUAL REVIEW: DATE ____________________

COMMENTS/RECOMMENDATIONS ____________________

____

____

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____

IEP - ANNUAL GOALS AND SHORT TERM OBJECTIVES	PERSONS RESPONSIBLE	OBJECTIVE CRITERIA AND EVALUATION PROCEDURES
#1. ANNUAL GOAL:		
S.T. OBJ.		
S.T. OBJ.		
S.T. OBJ.		
#2. ANNUAL GOAL:		
S.T. OBJ.		
S.T. OBJ.		
S.T. OBJ.		
#3. ANNUAL GOAL:		
S.T. OBJ.		
S.T. OBJ.		
S.T. OBJ.		
#4. ANNUAL GOAL:		
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S.T. OBJ.		
S.T. OBJ.		
#5. ANNUAL GOAL:		
S.T. OBJ.		
S.T. OBJ.		
S.T. OBJ.		
#6. ANNUAL GOAL:		

IEP – ANNUAL GOALS AND SHORT TERM OBJECTIVES	PERSONS RESPONSIBLE	OBJECTIVE CRITERIA AND EVALUATION PROCEDURES
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S.T. OBJ.		
#5. ANNUAL GOAL:		
S.T. OBJ.		
S.T. OBJ.		
S.T. OBJ.		

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State Superintendent of Public Instruction

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